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ABSTRACT

Presented is the final report of Project NEED (Normal Educational Environment for the Hearing Impaired) designed to develop and produce a mediated orientation package for regular classroom teachers to assist them in meeting the needs of hearing impaired students, to facilitate integration of hearing impaired children into regular classes through inservice orientation workshops, and to disseminate and share information about integration with all who might be or who are now involved with educational placement of hearing impaired children. Described are such project activities as the development and utilization of two working papers dealing with integration of hearing impaired children into regular classes; the explanation and utilization of workshops, seminars, and other meetings on integration which were held with regular teachers, teachers of the hearing impaired, support personnel and other specialists, administrators, and parents; and the production of nine sound filmstrip modules with matching cassette tapes. The bulk of the document consists of appended materials which include the following: international correspondence; Publishers Alert Service's Announcement of Systems O.N.E. (Orientation to the Normal Environment) media package; state survey results; "Review of Literature--Integration of Exceptional Children into Regular School Classes;" a table with data on on-site visits to integration programs; "Integration of the Hearing Impaired--Educational Issues;" and reactions to Systems O.N.E. (SBH)

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Final Report

Special Project Training Grant
Grant No. OEG 0-72-0251 (603)

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FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR PUBLIC SCHOOL CLASSES

August 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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AUTHOR'S ABSTRACT

The enclosed document is the final report of a three-year (1971-74) Special Project Training Grant (OEG 0-72-0251 (603)), "Facilitating the Integration of Hearing Impaired Children into Regular Public School Classes." Commonly known as Project NEED (Normal Educational Environment for the Hearing Impaired), the staff functioned through the Department of Special Education, University of Utah in Salt Lake City.

In cooperation with highly skilled media specialists from the Department of Instructional Media, the project staff produced a mediated package of materials, Systems O.N.E. (Orientation to the Normal Environment) to orient regular classroom teachers to the needs of hearing impaired children who are candidates for regular classroom placement.

In recapitulation, the major goals of the project were:

1. to develop and produce a mediated orientation package for regular classroom teachers to assist them in meeting the educational and social needs of hearing impaired children in regular classes.
2. to facilitate integration of hearing impaired children into regular school classes through inservice orientation workshops using Systems O.N.E.
3. to disseminate and share information about integration with all who might be or who are now involved with the educational placement of hearing impaired children.

This report describes the activities of Project NEED which include:

1. The development and utilization of two working papers dealing with integration of hearing impaired children into regular school classes.
2. The explanation and utilization of workshops, seminars, and other meetings on integration which were held with regular classroom teachers, teachers of the hearing impaired, support personnel and other specialists, administrators and parents in numerous geographic regions throughout the United States.
3. The production of nine (9) sound filmstrip modules with matching cassette tapes (9). Each is approximately 10 to 13 minutes in length. Included with the package, are the Introductory Guidebook and nine (9) Narration Guides.

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I. INTRODUCTION

Special project grant (Project NEED) "Facilitating the Integration of Hearing Impaired Children into Regular Public School Classes" was a three-year project (1971-1974). Its major purpose was to plan, design, develop, and produce training materials for regular classroom teachers which would orient them to the needs of the hearing impaired child in regular classroom placement.

Nine (9) mediated, sound-filmstrip training modules with narration guides and supplementary materials were produced for this purpose. (See III. Results, page 20).

The preparation of the orientation package was completed through a four-stage working model which included the following procedural components:

1. Planning
2. Designing
3. Developing and Implementing
4. Disseminating

The Introduction (Section I) briefly describes significant activities which occurred during the three-year period which culminated in the successful completion of the project. Section II, Procedures, provides a detailed explanation of the four-stage operation.

Stage One: Planning (1971-72)

Initially, the staff of Project NEED had to find out what the literature had to offer about integration. It was necessary to consider what educational practitioners were doing in the field to implement integration. Additionally, it was important to determine the needs of regular classroom teachers in regard to training materials that might be useful to them in facilitating the integration of hearing impaired children into regular classrooms. The following steps were taken to obtain this information:

1. An intensive review of the literature about integration of exceptional children was made during the first year. Special emphasis was placed on the integration of hearing impaired children into regular school classes.

2. Additionally, a questionnaire was sent to the state departments of the fifty states and the District of Columbia, to survey national activities and needs pertaining to the integration of hearing impaired children.

3. A series of onsite visits were also conducted of ongoing integration programs which enabled the Project NEED staff to focus specifically on important dimensions of the integration process.

4. A series of national-regional seminars on integration were planned specifically to procure added input from professionals in the field relating to the pros and cons, meanings of, significant knowledge, kinds and degrees of, problems, strengths and weaknesses, and educational strategies that might be utilized in the integration process.

Stage Two: Designing (1972-73)

From the information obtained from the review of literature, the preliminary survey of the states, onsite visits, and the national-regional seminars, prototypes of nine (9) filmstrip scripts or narrations were designed. Matching visuals were also prepared by the graphic artists and design specialist. Prototype "filmstrips" in slide format were made for initial appraisal and presentation and evaluation. Several revisions of the prototype were made during this stage of the project.

Stage Three: Development and Production (1973-74)

Expert evaluations of the slide presentations preceded the actual developmental testing workshops with regular classroom teachers. These evaluations pointed out needed revisions in technical aspects of the narrations and visuals. Workshops with regular classroom teachers were then conducted across the United States to determine the effectiveness of the material with the target audience. As a result of continued professional appraisal and developmental testing workshops, final revisions of the nine (9) modules were made. The package was then prepared for presentation of the materials in final form for publication.

Stage Four: Dissemination (1971-74)

Throughout the grant period, the *Review of Literature: Integration of Exceptional Children into Regular School Classes*, *Integration of the Hearing Impaired: Educational Issues*, and articles were freely disseminated by the staff to professionals throughout the United States and foreign countries. Throughout the three-year period, the Project NEED staff has, in fact, served as a clearing house for information regarding integration. (See Appendix A)

During the last few months of the grant period, negotiations were finalized for the selection of commercial publishers through Publisher's Alert Service. (See Appendix B) This is to allow wide utilization of the orientation package, Systems O.N.E.

II. PROCEDURES

Stage One: Planning

The purpose of this stage was to identify the orientation needs of regular classroom teachers through an analysis of all aspects of the integration process. The analysis included:

1. A delineation of the competencies and experiences needed by regular classroom teachers in working with hearing impaired children.
2. A description of the attitudes needed by regular classroom teachers.
3. A delineation of preferences in regard to types of media presentations that would be most meaningful.
4. A determination of the primary skills considered to be necessary in teaching hearing impaired children in the regular classroom.
5. A determination of important educational strategies needed by regular classroom teachers who teach hearing impaired children.

A. State Survey.

State-by-State survey (questionnaires) were sent to fifty (50) State Departments of Education and the District of Columbia. Information was requested concerning the extent of the integration of hearing impaired school-age children, use of ancillary personnel, and special training provided for personnel prior to regular class placement. Thirty-nine states (78%) responded to the survey. The results indicated that there were various types of integration programs. The ratio of support personnel to hearing impaired children was generally very high in some programs. Few systems provided extensive training prior to involvement in integration programs for teachers, hearing peers, tutors, parents or hearing impaired students. This survey substantiated the need for an orientation program for professionals who might become involved or who were involved in integration programs. Furthermore, it indicated an urgent need for more specialists to work with integrated hearing impaired students. (See Appendix C for results of the state survey).

B. *Review of the Literature*.

An extensive review of literature pertaining to the integration of exceptional children into regular school classes was completed. The Preface to the *Review of Literature: Integration of Exceptional Children into Regular School Classes* indicates that 842 references were located through the:

British Education Index	1964-65
British Education Index	1968-69
Cumulative Index of Journals in Education	1969-71
Educational Research Information Center	1970-71
Monthly Guide to Government Documents	1969-71

References on volunteers, media, and training techniques were also gathered and included in the *Review of Literature: Integration of Exceptional Children into Regular School Classes*. Subsequent updating did not include the review of volunteer programs.

During the summer of 1972, two graduate assistants worked with the staff to abstract and organize the reference information into the *Review of Literature*. In September, 1972, the *Review of Literature: Integration of Exceptional Children into Regular School Classes* was completed and 100 copies were printed. The completed *Review* included a narrative which considered the following areas:

1. Applied research studies.

2. Position papers on integration in general for all exceptionalities.

3. Concerns regarding the process of integrating hearing impaired children into regular public schools.

4. Summary of contemporary practices.

5. Guidelines for teachers who have hearing impaired children in their classes.

6. Guidelines for teachers who have children of other exceptionalities in their classes.

7. Guidelines for parents of hearing impaired children.

8. Guidelines for parents of other exceptional children.

9. Possibilities for the use of volunteer services in integration.[1]

A supplement to the Review, Review of Literature: Integration of Hearing Impaired Children into Regular School Classes, was completed in September, 1973, which included an updated bibliography of 80 additional references. The supplements were distributed to those who had received the original Review. In October, 1973, the original Review was revised and combined with the supplement. This combined edition was distributed to 1,050 individuals and educational programs at their request. (See Appendix D for the complete text).

C. On-Site Visits.

Between October, 1971 and April, 1972, Grant B. Bitter and Edwin Mears met with school personnel in selected locations to observe and interview those involved in existing integration programs. Numerous programs were visited.

The purpose of these visits was to gain insight on approaches, guidelines, attitudes and perceptions, and problems experienced in educational programs. Tape recordings of the interviews with teachers, administrators, and students were transcribed and used as one source of content guidelines for the prototype filmstrip package. (See Appendix E for list and an analysis of the visits).

D. National-Regional Seminars on Integration.

Ten regional seminars were conducted throughout the United States to identify specific problems in integrating hearing impaired children and to delineate valid and useful strategies for coping with these problems. Information was also gathered pertaining to the construction and format of the package which was to be developed.

A total of one hundred-nineteen people attended the seminars. The final summary of how the question forms were obtained is listed as follows:

Seventy-seven forms were collected from seminar participants at the time of the meeting.

Twenty-three forms were mailed after the seminars.

One hundred forms were actually included in the analysis.

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[1] Progress Report, submitted December 1, 1972, p. 6.

The participants were representative of the following kinds of professional categories:

Coordinators, supervisors, or consultants at the county or district level of hearing impaired programs	29
Resource, itinerant, hearing clinicians (teachers involved in support services to integrated children)	11
Administrators, directors, or principals of private deaf schools or day schools for the deaf	12
Teachers of the hearing impaired in the public system in self-contained classes	22
Teachers of the hearing impaired employed in private schools or day schools for the deaf (residential)	13
Other Professionals	
state consultants	3
teacher trainers	5
deaf adults	3
parent organization representatives[2]	2
TOTAL	100

The seminars were held in the following cities, on the following dates:

Minneapolis, Minnesota	October 30, 1972
Detroit, Michigan	October 31, 1972
Washington, D.C.	November 1, 1972
Atlanta, Georgia	November 2, 1972
St. Louis, Missouri	November 3, 1972
Dallas, Texas	November 4, 1972
Portland, Oregon	November 9, 1972
San Francisco, California	November 10, 1972
Los Angeles, California	November 11, 1972
Orlando, Florida	November 13, 1972
Denver, Colorado	March 9, 1973
Salt Lake City, Utah	March 16, 1973

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[2] Approximately 15% of the respondents had either deaf parents or had deaf children.

Information was sought through a series of printed, open-ended questions and statements. The results were published in a working paper under the title of Integration of the Hearing Impaired: Educational Issues.[3] The information obtained from the seminars served as the major reference point in developing the content of the orientation package. (See Appendix F).

Note: Questionnaires.

It was the original intention of the project staff to administer questionnaires to hearing impaired students, hearing impaired graduates of regular high school programs, hearing peers, regular classroom teachers, and parents of hearing impaired children. These questionnaires were carefully prepared and modified after pilot testing, reviews, and evaluations by the national consultant team. Plans were to have the questionnaires analyzed by the computer firm of Trewhilla, Cohen and Arbuckle of New York.

However, approval for use of the questionnaires was not granted by the Bureau of Education for the Handicapped. Further, work on those instruments would have seriously delayed the operations of the staff who were working under strict time constraints. Therefore, the staff reassessed the need for the questionnaires and in consultation with the national consultants concluded that their value was not that important to the ultimate goal of the project. Indeed, the adequacy of the information gathered in the regional seminars, personal interviews, and the review of literature, as well as the recommendations of the consultants, an in-house evaluation, and the concerns as to the validity and reliability of the instruments, provided sufficient justification for their deletion.[4]

Due to the removal of the questionnaire from the project, a definition of the population to be included was no longer limited in terms of audiological deficit or chronological age of a small sample. Rather, all hearing impaired children were to be included within the definition of candidates for integrated placement.

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[3] Progress Report, submitted March 15, 1973, p. 1.

[4] Request for 3rd Year Funding, p. 11.

Stage Two: Designing

The scripts and the visuals were designed according to the following procedures. A systematic series of tasks were developed through which the actual production of the training package could be accomplished. These tasks concerned the summarization of data gathered, the organizing of the data under general and specific topics, and the actual development of each module. The summarizing, organizing, and utilization of data in the development of the modules were accomplished according to the following sequence:

1. Establishing areas in which information was needed by "target population."
2. Designing topical charts for each module.
3. Writing goals for each filmstrip.
4. Writing kernel concept outlines for each module.
5. Determining modes of presentation to be used in Systems O.N.E.
6. Determining information currently available.
7. Locating additional information, if needed.
8. Writing script for each mode of presentation (illustrations, examples, etc.).
9. Producing prototype for each module.
10. Evaluating each module with appropriate "target population."
11. Revising each module as indicated by the evaluation.

Steps 1 through 8 show the processes completed before the material was taken to the media department for prototype production.

A post card survey was initiated to ascertain the actual value and need for the module topics which had been outlined by Project NEED. A 67% response was obtained (600 cards mailed - 403 returned). Respondents were asked to rate the filmstrips (titles and annotations were included) on a 4-point scale of 3 high and 0 low, with the following results:

Language	2.81
Classroom Management	2.70
Reading	2.66

Peer Orientation	2.62
Classroom Communication	2.57
Family Orientation	2.55
Speech	2.45
Administrative Guidelines	2.38
Hearing Aids	2.14
Hearing Mechamism	1.99

Based on this rating, a priority ranking was set up and Hearing Mechanism was deleted from the package due to the lowest ranking and lack of time needed to complete 10 filmstrips.

During the summer, autumn, and winter of 1973, the scripts and visuals were designed for slide presentations. Two national consultants, Dr. Steven R. Mecham, Director of Instituto De Investigacion Social Y Pedagogica, Mexico City, Mexico; and Mrs. Verna V. Yater, Supervisor, Hearing Clinician Program, Special School District, Litzsinger School, St. Louis, Missouri; worked with the project staff in designing the storyboard versions of the filmstrips.

As the story boards for the modules were completed by the staff, they were presented to the media department for preparation. A graphic artist and titlist developed the flats (12" X 20" finished versions of the visual) from rough drawings on the storyboards. The flats were photographed and the slides mounted in frames. A professional narrator recorded the script for each module on a cassette tape with an automatic advance indicator to advance the slides.

The use of filmstrips as a form of media was decided upon in contrast with other forms of media (video tapes, films, transparencies, pamphlets, etc.), on the basis of the following criteria:

1. Color
2. Three-dimensionality
3. Motion
4. Pacing
5. Accessability
6. Sensory Inpact (auditory/visual)

In consultation with the media staff and in consideration of the information gathered in the seminars on integration, it was concluded by the staff of project NEED that the sound filmstrips would provide the most flexible, usable, effective form of media for presentation of the material. Furthermore, it was decided that the prototype was to be in the form of slides and cassette tapes. This would facilitate the appropriate modifications of the slides during process of final revisions.

The narration booklets were designed to accompany each slide presentation. The booklet included an overview of the filmstrip, the narration, probe questions, and a bibliography of supplemental articles and books for indepth study of the specific topic. (See Appendix G for copies of each narration guide.)

It was intended that the suggestions and recommendations contained in the filmstrips and narrations be divergent in nature inasmuch as they are geared toward regular classroom orientation principles and concepts rather than to behaviorally measured proficiencies of the regular classroom teacher in working with hearing impaired children. Thus, the orientation materials were designed to present ideas, suggestions, and examples of meaningful classroom instructional and management activities which really could be useful for all children in the learning environment. It is intended that the materials be utilized, of course, under the direction of specialists in the area of the hearing impairment who can supply, where needed, the specifics relating to indepth skill proficiencies.

Stage Three: Developing and Implementing

After the original slide presentations were designed and prepared for viewing, formative evaluation was undertaken for the appropriate revisions in the development and preparation of the final product. Formative evaluation was implemented through: 1) technical appraisal and 2) appraisal for orientation value.

1. Technical Appraisals

Workshops were organized for the purpose of obtaining comments and suggestions regarding technical aspects of the material. The following groups participated in appraisal sessions:

January 9, 1974 - Twenty-two parents and professionals from the Colorado area, particularly Porter Memorial Hospital, Denver, and the Denver Public Schools, Denver, Colorado.

January 11, 1974 - Fifteen hearing clinicians who work with integration participated in critical evaluation of the materials; Litzsinger School, St. Louis Special School District, St. Louis, Missouri.

February 1, 1974 - Project NEED National Consultants, Salt Lake City, Utah.

The format used in professional sessions allowed the participants to view the slide presentations and to complete appraisal forms on each of the presentations. Their comments, including both positive and negative reactions to the visual and narrative portions of the modules were encouraged.

A member of the project staff tabulated the responses from the appraisal forms according to frame number and module. Final revisions were made on the material with reference to the combined comments of the professionals and the comments of the regular classroom teachers at the appraisal workshops. (See Appendix H for example of appraisal form).

2. Appraisal for Orientation Value

Appraisal for orientation value was developed and implemented through a series of workshops for regular classroom teachers. Numerous workshops were held throughout the United States to determine the impact of the slide presentations with regular classroom teachers (the target population). Since the value of the materials had already been established, this phase of the operation, i.e. the workshops for regular classroom teachers, served as a form of cross-check for the effectiveness of the material in the package for the regular classroom teacher.

Format

Prior to each workshop, a packet of information was sent to the person who was to conduct the workshop. The packet contained a "Leader Guide," a "Workshop Plan," a description of the modules, and a narration guide for each of the slide presentations. This material acquainted the leader with the format of and information to be presented at the workshop.

Pre-workshop Orientation

A pre-workshop was conducted prior to the actual workshop for the purpose of orienting the leader to the slide presentations and the objectives. A series of probe questions were listed which could be used during the interactive sessions. These were discussed.

Workshop Implementation

During the actual workshop for regular classroom teachers, the selected leader, a specialist, conducted the entire session with member(s) of the project staff observing and tabulating the responses of the participants. A tally form was developed to record the specific types of responses as perceived by the project staff member(s). Types of responses included the following:

Information given by leader
Facilitative statements

Information given by participants
Negative feelings
Question feelings
Expressions of need for help

The "leader" of the interactive sessions was generally the coordinator or supervising specialist in the area of the hearing impaired or related fields within each educational system wherein the workshops for regular classroom teachers were conducted. Each leader received the leader guide and pertinent information about the integration workshops at least two weeks in advance of the workshop date.

As each workshop began, the leader announced the format of the workshops. In addition, all slide presentations were selected by the host system, depending upon their educational needs and time constraints.

Short interactive sessions followed each slide presentation in an attempt to discover attitudinal shifts on the part of the participants. Any changes occurring, from "information given by the leader" toward the requesting and sharing of information, questions, solutions, or meaningful response to the need questions and statements by the members of the group, was considered to be "positive movement."

Information Form #1

Information Form #1 was distributed to the participants before they viewed any of the slide presentations. Open-ended questions were asked regarding the definition of "integration of a hearing impaired child" and the perceived skills useful for working with hearing impaired children. The participants then rated themselves on a scale from 7 to 1 on three factors: 1) experience with hearing impaired children, 2) knowledge of how to teach them, and 3) skill in teaching them.

Information Form #2

Information Form #2 was distributed after all of the slide presentations were viewed. The first two questions were repeated from form #1. The rating question included only two of the original three: knowledge and skill. Three open-ended questions solicited remarks concerning participant's feelings about the workshop and the slide presentations. Two final questions asked for ratings on the usefulness of the material for regular classroom teachers and whether or not the workshop met their objectives. (See Appendix I for examples of Information Forms).

The following results were noted:

a. All workshops produced overall positive attitudes and behaviors. Oral and written responses were generally enthusiastic toward the filmstrips and the workshops. Although in some instances individuals might have been anxious, critical of integration, etc., group interaction caused a modification of such attitudes.

b. Participants improved their self-rating in both of the measured areas (knowledge and skill) as a result of the workshops and the filmstrips. Average rating increases for skill: +.72 to +2.74. Average rating increased for knowledge: +.72 to +2.74. (See Appendix I for examples of rating forms).

c. The use of the filmstrips were effective with persons with all levels of knowledge and experience, i.e. the novice regular teacher, experienced regular teacher, the trained special educator, speech clinician, and other specialists.

d. The filmstrips were effective as self-teaching materials.

e. The narration guides provided guidance, review, opportunity for divergent-convergent thinking and supplemental reading for those who intend to use the Systems O.N.E. (Orientation Normal Environment).

f. Ratings on the usefulness of the materials to the regular classroom teacher (on a 7 point scale) ranged from 5.5 to 6.6.

g. Ratings regarding the extent to which the workshops met the objectives of the participants ranged from 5.4 to 6.6.

The materials were also viewed by several types of ancillary people including parents, student teachers, administrators, hearing impaired adults, and special educators, social workers, and nurses.

Their responses were favorable throughout. Suggestions were collated along with those of other previewers and included in the final revisions. (A detailed analysis of this data summarized above is reported in the Progress Report, November 1, 1973 - February 28, 1974, pp. 2-8 and Appendices B - K).

Revisions of the scripts and visuals were based on the results of appraisals. In many cases, the comments contradicted each other and it was necessary for the staff to judge the validity of each. Approximately three-fourths of the frames were revised in either the narrative and/or the visual section. All tapes were re-recorded after revisions were made. All flats (12" X 20" finished versions of the visuals) which could be repaired or modified were saved to reduce the cost of revisions. However, many flats needed to be completely redone, and in those cases, new flats were ordered. In the process of revising the narrations, major modifications were made in the scripts themselves. New flats were added; some old ones were deleted, and visuals were rearranged into more appropriate sequences.

Stage Four: Disseminating

Initially, the Project NEED activities called for only dissemination of the training materials to small groups through limited training workshops in which selected regular classroom teachers would have received intensive instruction.

However, during the planning, developing and implementing stages of the project, the national need for information and assistance regarding integration grew to such overwhelming proportions that the scope and utilization of the Project NEED materials, Systems O.N.E., required some modifications in terms of 1) a practical mode of presentation, 2) the universal demand for Systems O.N.E., 3) a systematic format which could be used by and adapted to a variety of educational systems in the United States.

Thus, sound filmstrip presentation was selected because of the availability of the projector to all systems. The Systems O.N.E. package is being negotiated for commercial publication in order that many educational programs might be able to purchase it for continual use. The package has been prepared with optimal flexibility so that many different groups can use the material without requiring dependence on the outside help of specialists or consultants. Thus, inservice training programs can be greatly utilized and enhanced.

The conditions of the initial proposal in reference to training and dissemination were more than adequately met in that twenty-one workshops have been held in various parts of the country involving 450 participants. However, the demand for the materials developed by the Project NEED staff was too large to be met on an individual basis and wide public dissemination seemed more advantageous. Thus, steps are being taken to secure a publisher who would be interested in the publication of Systems O.N.E.

The National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio, was instrumental in directing the staff to the proper sources so that steps could be taken toward publication.

On October 30, 1973 product clearance was secured through the Bureau of Education for the Handicapped.

On April 3, 1974 a proposed Request for Proposals (RFP) and a letter of request for copyright authorization was sent to Dr. Morton Bachrach, Copyright Director, National Institute of Education, Washington, D.C. Procedures taking several months were followed, and at this writing, bids are being examined and a contract will soon be secured. (See Appendix J for a copy of the Request for Proposals).

Disseminating opportunities were utilized as follows through:

1. Professional Meetings

   Three types of professional meetings were held in connection with Project NEED.

   a. National-Regional Seminars (See page 5).

      While these seminars were designed primarily for the purpose of surveying current practices, an added effect of the meetings was an increase in communication, both among participants and with the project. Many of the participants of those initial seminars have enthusiastically supported the work of the project and have referred many colleagues to it for further assistance.

   b. Field Testing Workshops

      Four hundred and fifty people attended a series of twenty-one (21) workshops presented under the supervision of the Project NEED staff. (See page 11).

c. National Conventions

1) Alexander Graham Bell Association for the Deaf, Chicago, June 28 - July 1, 1972.

Grant B. Bitter participated in a panel and also presented a report on Project NEED. This experience and the resultant interchange of ideas helped solidify the Planning Stage of the project.

2) Council of Exceptional Children, New York City, April 14-19, 1974.

An exhibit room was used to display the Systems O.N.E package to interested persons who attended the convention. Additional suggestions were welcomed and revisions were made on the basis of them. A short presentation was also made at the convention in which the goals and end products of Project NEED were discussed.

3) Alexander Graham Bell Association for the Deaf, Atlanta, Georgia, June 19-23, 1974.

Again an exhibit room was used to display the Systems O.N.E. package to interested persons who attended the convention. In this setting it was possible to view the materials in a quiet atmosphere away from the distractions of the main exhibition room. Additionally, a display booth in the main exhibition area was used to advertise the presentation of the filmstrips and to answer questions regarding Project NEED.

Dr. Grant B. Bitter and Kay A. Johnston presented a three-hour short course on integration to an audience of one hundred and eighty-five professionals and parents from across the nation, including international representatives. (See Appendix K for agenda, objectives, and summary).

Dr. Bitter served as chairman for two-day sections in which five, one and one-half hour sessions were given. Kay Johnston led one of the sessions on the subject of Educational Issues Related to Integration. The topics included child evaluation and administrative processes.

2. Publications

Publications written during the course of Project NEED were disseminated to all those who requested them. Distribution included:

a. Review of Literature: Integration of Exceptional Children into Regular School Classes -- 1,050 copies (See Appendix D for complete text).

The Review of Literature considered integration of all exceptional children into regular school classes which may be summarized in the following statements.

1) Perpetuating the categorization and segregation of human beings solely on the basis of disability grouping must be considered to be educational malpractice.

2) The team approach must be utilized in meeting the individualized needs of every child.

3) The diagnostic process upon which educational placement is based must be reversible, tentative, and continuous, and should consider all of the physiological and environmental data which can be gathered.

4) There must be a thorough differential diagnosis and teaching prescription on every child.

5) Curriculum modifications must be instituted to meet the needs of all children; skills related to academic performance and behavior are essential components in the curriculum since they insure that the child is able to function successfully as a social being.

6) Teacher training institutions must gear-up to meet the challenge of educational integration.

7) Adequate inservice programs must be developed for teachers and ancillary personnel.

8) Parent education and child preparation as well as teacher and student education, are also essential to facilitate successful integration.

b. Integration of the Hearing Impaired: Educational Issues -- 1,350 copies (See Appendix F for complete text).

This paper reports the results of a series of national-regional seminars which helped secure the information necessary for defining the parameters of the project.

c. "Facilitating the Integration of Hearing Impaired Children into Regular Public School Classes," The Volta Review, January, 1973 -- 400 copies

This article contained a report of the first year findings and plans for the second and third years of the project. (See Appendix L for complete reprint).

d. "Perspective on Integration of Children with Limited Hearing: Consideration of Current Needs," Journal of Language, Speech and Hearing Services in Schools, April, 1974 -- 500 copies

This article contained a report of the findings and end products of the project. A listing of recommendations for further research was included. These recommendations are as follows:

1) Inservice training in integration procedures should be made available to special education teachers, speech and hearing clinicians, itinerant teachers, and educational audiologists to prepare them to more effectively perform in their new roles.

2) New ways of initiating and funding integrated programs should be found and tested. Those strategies which are now in practice should be reported in the literature so that other programs may use them as models.

3) Workshops in the organizational techniques of integrated programs should also be made available. Large numbers of administrative personnel, consultants and supervisors are currently interested in learning more about integration from their point of view. These workshops should deal with planning, scheduling, roles and responsibility, and communication skills.

4) Additional work is needed to develop flexible criteria which may be used in assessing children prior to placement in integrated settings. These criteria should not be rigid point systems but rather, predictors of success and guidelines for the planning of supportive services.

5) Further work should be done on methods of presenting the regular curriculum to hearing impaired children. Additional ways to individualize instruction within the regular classroom would be helpful in teaching integrated students.

6) Ways should be devised in which parents, siblings, and other family members may become fully involved and informed with regard to the integration process. This vast resource has been tapped in some instances but a majority of families remain inactive spectators in their child's education.

7) Additional orientation materials such as the ones being designed by Project NEED as well as procedural plans should be designed and disseminated on a nationwide basis.

8) An effort should be made to standardize the use of terminology as applied to integration. This would facilitate the exchange of information and clarify the interpretation of research papers and other writings.

(See Appendix M for complete reprint).

e. The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years, Northcott, Winifred H. (editor);

1) "Foreword", Bitter, Grant B.

2) In bibliography -- Bitter, G. B., Johnston, E. A., Integration of the Hearing Impaired: Educational Issues. Washington, D.C.: U.S. Office of Education, Bureau of Education for the Handicapped, 1973.

f. Other information regarding the project was mailed upon request. "Update letters" pertaining to progress of the project were mailed to all those on the mailing list at appropriate intervals.

At least three more major articles on integration, are planned during the Autumn, 1974, following the end of the third fiscal year of the project.

III. RESULTS

Nine (9) mediated, sound filmstrip training modules for regular classroom teachers were designed and produced to facilitate the integration of hearing impaired children into regular classrooms. They are described as follows:

SYSTEMS O.N.E.

The nine (9) sound filmstrip modules designed and produced by the staff of Project NEED (Normal Educational Environment for the Hearing Impaired) have universal educational versatility. The materials offer orientation information for regular classroom teachers, resource specialists, parents, administrators, special educators, and others who might be or who are presently involved in the educational programing of hearing impaired children.

The modules provide a source of new knowledge to some and a meaningful review for others. Used skillfully, they are capable of serving as facilitators of dynamic group interaction. Thus, their appropriate utilization becomes an opportunity to share ideas about attitudes, strategies, and educational processes needed in generating an orderly systems approach to the meaningful placement of hearing impaired children into regular classrooms.

The SYSTEMS O.N.E. package contains:

one (1) introductory booklet

nine (9) filmstrips on integration, including:

Language	To orient the regular classroom teacher to the concept of language development as it pertains to hearing and hearing impaired children; classroom techniques for improving language development.
Classroom Management	To orient the regular classroom teacher to the causes of frustration in the hearing impaired child and strategies to decrease or eliminate undesirable behaviors caused by frustration and anxiety.
Reading	To orient the regular classroom teacher to the aspects of reading in terms of the hearing impaired child. General classroom techniques for improving reading competency in the hearing impaired child.

Peer Orientation	To orient the regular classroom teacher to possible strategies for involving hearing classmates with the hearing impaired children in the class.
Classroom Communication	To orient the regular classroom teacher to ways of facilitating speechreading and practicing basic auditory training in the regular classroom.
Family Orientation	To orient family members to their roles in developing integration readiness in hearing impaired children. Included are suggestions on how the family might be involved in integration activities in the school, and the community.
Speech	To orient regular classroom teachers to the speech difficulties of hearing impaired children; ways to maintain and improve speech in the regular classroom.
Administrative Guidelines	To orient administrators to the organizational parameters of an integration program; discusses liaison, parent involvement, and recommendation for teacher selection.
Hearing Aids	To orient the regular classroom teacher to the types of hearing aids; basic troubleshooting techniques discussed along with minor hearing aid repair suggestions.

nine (9) cassette tape narrations to accompany filmstrips

nine (9) narration guides

two (2) supplementary pamphlets

Titles: Review of Literature: Integration of Exceptional Children into Regular School Classes, (Revised Issue) 1973, University of Utah.

Integration of the Hearing Impaired: Educational Issues, 1972, University of Utah.

Concepts Basic to the Effective Use of SYSTEMS O.N.E.:

1. Systems O.N.E. is most effective when used with the guidance and assistance of a person who is knowledgeable in integration procedures.

2. Integration is a process, as well as a goal.

3. The process of integration should be thoroughly explained through inservice orientation and supplemented with supportive services and continuous monitoring supervision.

4. The process of integration is enhanced through positive attitudes and constructive work by all who are involved including administrators, teachers, support personnel, and parents.

5. The success of integration programs depends, in part, on team effort, cooperation and communication.

6. Successful integration also depends, in part, upon the proper fitting and consistent use of appropriate hearing aids.

7. Children should be evaluated carefully prior to being integrated to insure proper placement and delivery of support services.

8. Hearing impaired children should have the opportunity to participate in a regular school program to some degree regardless of the degree of hearing loss.

9. In the process of integration, children who are integrated should actively participate in classroom experiences. Attendance in a regular classroom without appropriate participation does not indicate that the child is actually progressing.

(See Appendices D, F, G, L, and M for products of the project).

IV. CONCLUSIONS

The requirements set forth in the original grant were meet by Project NEED in that:

1. An orientation package for regular classroom teachers was produced.

2. Significant numbers of professionals including regular educators, special educators, administrators and various ancillary personnel participated in orientation workshops.

3. Significant numbers of lay people including parents, volunteers and other helping professionals participated in orientation workshops.

4. Integration was facilitated through workshops, correspondence, interactive sessions, and publication of professional papers.

5. A thorough review of the literature was conducted which has assisted large numbers of persons regarding integration.

6. Wide dissemination of the findings was carried on throughout the project period.

7. Commercial publication of Systems O.N.E. is being pursued for even broader use and dissemination.

Significant impact of this project is being evidenced now. (See Appendix N for letters). It will surely have far-reaching impact due to "advocacy", legislation, and litigation concerning "equal rights." It is anticipated that the materials which were produced and the information which was disseminated will have a strong positive influence on the integration of hearing impaired children into regular classes for years to come.

V. BIBLIOGRAPHY

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For a complete bibliography on integration, please refer to the *Review of Literature*, Appendix D.

References used in preparing this report:

Thiagarajan, Sivasailam; Semmel, Dorothy S.; and Semmel, Melvyn I. *Instructional Development for Training Teachers of Exceptional Children*, Indiana University, Bloomington, Indiana, 1974.

APPENDIX A

University of London Institute of Education
Malet Street, London WC1E 7HS Telephone 01-636 1500
Director: H. L. Elvin MA Dean:

15 June 1973

Dr Grant B Bitter
Director
Department of Special Education
University of Utah
Salt Lake City
U S A

Dear Dr Bitter

Thank you for forwarding the up-to-date information on your integration project. The package which you mention of booklets, filmstrips and cassettes recordings, sounds extremely interesting and we should be most interested in obtaining a set, if it were possible to send one out of the country (and, of course, the price was not too high).

I regret very much that I was not able to meet you while I was in the United States, but I did enjoy meeting members of your staff and have been very grateful for the lengthy integration bibliography which you have compiled.

All good wishes

Yours sincerely

Darcy Dale

D M C Dale
Senior Lecturer in Education of the Deaf

Professor Armin Löwe
PH Heidelberg
Fachbereich Sonderpädagogik
D 6900 Heidelberg 1
Zeppelinstr. 3.

Heidelberg, April 1, 1974.

Dr. Grant B. Bitter
Project Director
Project NEED
University of Utah
Department of Special Education
Salt Lake City/Utah
U. S. A.

Dear Dr. Bitter,

many thanks for having sent me your new Bibliography on Integration. It is really a valuable contribution to the field of education of hearing-impaired children which I appreaciate very much. I wish you good luck for the further development of your project and look forward to further reports and publications.

Last week, a book was published in this country which deals among other subjects also with the integration of deaf and partially hearing children. It contains two reports written on request of the socalled German Council on Education by Prof. Jussen/Cologne and by me about 2 1/2 years ago. I am going to send you a copy of this book as printed matter by sea mail Although it is written in German, you will perhaps find a German speaking collegue who is able to read it and to inform you about its main contents.

With best wishes and kindest regards,

Yours sincerely,

Armin Löwe

Christchurch Teachers College

Primary Division
Tel 40-527 PO Box 25096 Christchurch New Zealand

8 May, 1974

Dr Grant B. Bitter,
2570 Campus Drive,
Salt Lake City,
Utah, 84121,
U.S.A.

Dear Dr Bitter,

Recently I received some information about the Project Need filmstrips.

I would be grateful if you could forward me any further information including: names of filmstrips, cost of each filmstrip and whether these are readily available.

Thank you in anticipation.

Yours sincerely,

Michael Parsons,
Senior Lecturer in Education
of the Deaf.

Geschäftsstelle
des Deutschen Bildungsrates

53 Bonn-Bad Godesberg 1, den 24.1.1974/S
Mirbachstraße 7
Telefon (02221) 354091

Dr.Grant B. Bitter
Project NEED
Dept.Special Education
138 Special Events Center
University of Utah
Salt Lake City, Utah 84112
U. S. A.

AIRMAIL

Dear Dr.Bitter,

thank you very much for your review of the literature concerning the integration of exceptional children into regular school classes.
The recommendation of the German Council of Education I mentioned in an earlier letter has just been published and has had a generally postive echo in the press. Already several school boards have shown interest in implementing integrative programs for handicapped children.

I am enclosing a copy although I am afraid there is no English translation available.
It is also planned to publish a report on several attempts to integrate exceptional children in Germany which I am sure will find your interest. I expect that the first copies will be available in autumn of this year. I will send you the report then.

Thank you very much for your cooperation
Yours sincerely
Adrian Kniel
(Adrian Kniel)

APPENDIX B

publishers alert service

U.S. Department of Health, Education, and Welfare
National Institute of Education
74-55 Copyright Approval Program JUNE, 1974

SYSTEMS O.N.E. (Orientation: Normal Environment)

University of Utah, Department of Special Education

Systems O.N.E. (Orientation: Normal Environment) is a series of materials designed to facilitate the integration of hearing-impaired children into normal classrooms. These materials offer valuable assistance to the teachers, parents, and specialists who must cope with the practical problems encountered by these children. The intended audience includes regular classroom teachers who have or might have hearing-impaired children in their classes,resource specialists, administrators, parents of hearing-impaired children, and special educators who are involved in integrating these children into regular classes. Developed by the University of Utah with funding assistance from the U.S. Office of Education, these materials are intended to assist classroom teachers, and other adults who may be involved, to recognize the particular problems of hearing-impaired children in the regular classroom and to provide appropriate support for the children in their efforts to function in the regular classroom situation.

The materials to be published consist of nine filmstrips with accompanying audiotape cassettes, one introductory guide booklet, nine narration guides (booklets),and two supplementary working papers (booklets). These materials are described in the following paragraphs. Page lengths are given in typed, double-spaced pages.

Introductory Guide (11 pages)

An introductory booklet is included, containing such material as credits, a description of the package, the philosophy of the materials, suggestions for using the materials with both individuals and groups, and a glossary of terms.

Filmstrips

There are nine filmstrips, averaging 10-13 minutes (43 frames) each. Their titles are listed below, with a summary of their contents.

- Language—Discusses the concept of language development as it relates to hearing-impaired children, and provides classroom techniques for improving language development.
- Classroom Management—Discusses the causes of frustration in hearing-impaired children and presents strategies to decrease or eliminate undesirable behaviors caused by frustration and anxiety.
- Reading—Discusses aspects of reading in terms of the hearing-impaired child. Provides general classroom techniques for improving reading competency.
- Peer Orientation—Provides possible strategies for involving hearing children with their hearing-impaired classmates.
- Classroom Communication—Presents ways of facilitating speechreading and practicing basic auditory training in the regular classroom.
- Family Orientation—Suggests methods for parents to facilitate the integration of their hearing-

[illegible]

impaired children into regular schools; discusses liaison, parent volunteers, and the necessary ingredients for integration.

- Speech—Discusses the speech difficulties of hearing-impaired children and presents methods for maintaining and improving speech in the regular classroom.
- Administrative Guidelines—Orients administrators to the organizational parameters of an integration program; discusses liaison, parent involvement, and teacher selection.
- Hearing Aids—Discusses the various types of hearing aids and presents basic trouble-shooting techniques and methods for making minor repairs.

Cassettes

Each of the nine filmstrips is accompanied by an audiotape cassette containing narration and music. The master tapes for these cassettes have already been recorded, using a professional narrator and professional equipment. The music used is in the public domain. The cassettes are to be recorded on both sides, with one side containing audible cues for manual advance of the filmstrip and the other containing inaudible electronic signals for automatic advance. The tapes match the filmstrips in length, averaging 10 to 13 minutes.

Narration Guides (7-12 pages)

Each filmstrip is accompanied by a booklet, or narration guide, containing:

1. an introductory statement and descriptors for the filmstrip;
2. the entire script, accompanied by frame numbers;
3. a summary outline guide called *Do It Yourself Follow-up;*
4. a set of relevant questions, most of which are open-ended; and
5. a brief annotated bibliography of materials suitable for further study.

Supplementary Materials

Two working papers developed by the project staff are to be included in the package: (1) *Review of Literature: Integration of Exceptional Children Into Regular School Classes* (79 pages) and (2) *Integration of the Hearing-Impaired: Educational Issues* (67 pages).

Information for Publishers

The materials described above are intended to be marketed as a complete package, entitled *Systems D.N.E.* The components of the package are in the final stages of preparation for production. The filmstrips and audiotapes are finished and ready to be reproduced. The print materials are ready to be typeset. A prototype mock-up of the package design has been prepared and is ready for production. A Request for Proposals (RFP) is available now. To receive a copy of the RFP, or for further information, please contact:

Dr. Grant B. Bitter, Director
Project NEED
University of Utah
218A Milton Bennion Hall
Salt Lake City, Utah 84112
(801) 581-8442

APPENDIX C

TABLE 4: EXTENT OF RESPONSE ON STATE SURVEY RETURNS

		Question A Hearing Impaired Population				Question B Supportive Personnel				Question C Training and Orientation					
	Returned Surveys	Extra Information	Requested Information	Partial Information	Blank	Extra Information	Requested Information	Partial Information	Blank	Extra Information	Requested Information	Partial Information	Blank	Question D Outstanding Programs	Question E Additional Comments
Alabama	2			X				X			X			X	X
Alaska	1			X				X			X			X	
Arizona	1			X				X			X				X
Arkansas	2			X			X				X				
Delaware	2			X			X				X			X	X
District of Col.	1			X				X			X			X	
Georgia	1		X				X				X				X
Hawaii	2			X				X			X			X	
Idaho	2			X			X				X			X	
Illinois	1			X				X				X		X	X
Iowa			X				X				X			X	X
Kansas	3				X				X		X			X	X
Kentucky	2			X			X					X		X	
Louisiana	1			X				X				X		X	
Maine	1			X				X			X			X	
Maryland	1			X				X				X		X	
Massachusetts	3			X				X			X			X	
Michigan	2	X						X					X		
Mississippi	1			X				X				X		X	X
Montana	1		X						X			X			X
Nevada	2				X				X		X				X
New Hampshire	1			X			X				X			X	X
New Jersey	3		X				X				X			X	X
New York	1			X				X				X			
North Carolina	1			X				X			X			X	
North Dakota	1		X				X				X				
Ohio	2				X				X				X		X
Oklahoma	1		X					X			X			X	
Oregon	1			X			X				X			X	
Pennsylvania	1		X				X				X			X	
South Carolina	1			X			X				X			X	X
South Dakota	1			X				X					X		X
Utah	1				X			X			X			X	
Vermont	2			X			X				X				
Virginia	1		X				X				X			X	X
Washington	1	X							X				X		
West Virginia	2				X				X				X		X
Wisconsin	1				X				X				X		X
Wyoming	3							X			X			X	
TOTALS	39	2	8	23	6	0	14	18	7	0	26	7	6	24	19

The following states did not return surveys:

California	Connecticut	Indiana	New Mexico	Tennessee	Minnesota
Colorado	Florida	Nebraska	Rhode Island		Texas

STATE BY STATE INTEGRATION SURVEY

=Hearing Impairment=

Please supply, as completely and accurately as possible, the information requested and return in the enclosed franked envelope by October 15, 1971.

A. List the number of hearing impaired students in your state according to hearing loss and extent of integration as requested.

Extent of Integration	Category I, Mild & Moderate. 27-55 dB loss.	Category II, Marked. 56-70 dB loss.	Category III, Severe. 71-90 dB loss.	Category IV, Extreme, Profound. 91 dB loss +.
1. Socially Integrated: (Hearing impaired students attending classes for the deaf within a regular school wherein recesses, lunch, assemblies, etc. are shared with hearing peers)				
2. Partially Integrated: (Hearing impaired students involved in 1-4 hours daily of social and academic activities with hearing peers)				
3. Totally Integrated: (Hearing impaired students registered and functioning as full-time students in regular schools)				
4. Non-Integrated: (Students attend classes for the hearing impaired full-time having no interaction with hearing peers during the academic day)				

B. List the number of ancillary personnel in your state who work with hearing impaired students, as identified.

	Extent of Integration			
Specialists	Social Integration Programs	Partial Integration Programs	Total Integration Programs	Non Integrated Programs
Speech Therapist				
Psychologist				
Social Workers				
Tutors: (salaried)				
Tutors: (volunteer)				
Integration Specialist				
Certified Teachers of the Hearing Impaired				
Others: (specify)				

C. Check the degree of special training your state provides each group prior to involvement in an integration program for hearing impaired.

	None	Partial	Extensive
1. Teachers of regular school classes who will have a hearing impaired student integrated into their classroom.			
2. Hearing peers who will be in the same classes with the hearing impaired student.			
3. Hired tutors for the hearing impaired.			
4. Volunteer tutors for the hearing impaired.			
5. Parents of hearing impaired students who are entering an integrated situation.			
6. Hearing impaired students entering an integrated situation.			

D. Please list any outstanding programs for integration of hearing impaired students within your state. (Include program(s), the person(s), in charge of the program, and their address (es).)

E. Additional Comments:

APPENDIX D

REVIEW OF LITERATURE:
INTEGRATION OF EXCEPTIONAL CHILDREN INTO REGULAR SCHOOL CLASSES

by

Grant B. Bitter, Ed.D.
Project Director

Kay A. Johnston, M.Ed.
Project Coordinator

The authors gratefully acknowledge the contributions of the following people to the compilation of this review.

Edwin G. Mears
Project Coordinator
(July 1971 - July 1972)

Claudia Frisby
Christine Licker
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Research Assistants

PROJECT NEED
University of Utah
Department of Special Education
Grant No. OEG 0-72-0251 (603)

Revised Edition
October, 1973

PREFACE

This review of literature consists of a comprehensive compilation of information and materials pertaining to the integration of exceptional children into regular school classes and to volunteer services.

A total of 842 references were located through the:

BRITISH EDUCATION INDEX	1964-65
BRITISH EDUCATION INDEX	1968-69
CUMULATIVE INDEX OF JOURNALS IN EDUCATION	1969-71
EDUCATIONAL RESEARCH INFORMATION CENTER	1970-71
MONTHLY GUIDE TO GOVERNMENT DOCUMENTS	1969-71

Four hundred twelve of the references were concerned with integration of exceptional children. One hundred forty-nine references pertained to volunteers. Two hundred eighty-one references were about media and training techniques. The references which were reviewed consisted of one hundred nine books and seven hundred thirty-three articles found in one hundred sixty-five periodicals and journals. Books, periodicals, and journals actually reviewed numbered five hundred eighteen. Of this number, two hundred sixty-one references were considered to be useful to the project and are on file for immediate retrieval.

Of the two hundred sixty-one references utilized in the review of literature, not all of them were cited in the report itself but, nevertheless, are included in the bibliography.

For convenience in locating specific materials, the author's name is listed with the year of publication of the article or book within the content of the review. The more detailed information necessary for retrieval is listed in the bibliography. It was the intent of the staff to provide enough data within the body of the review to give the reader sufficient information to determine whether the materials would be suitable for his particular intent and purposes, thus saving valuable time and effort.

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INTRODUCTION

An intensive survey of the literature concerning educational integration of exceptional children into regular school classes was conducted pursuant to the grant requirements. It reveals widespread dissatisfaction among professionals in the field of special education regarding homogeneous disability grouping and self-contained special classes.

Logical arguments opposing self-contained grouping are numerous. For example, Gallagher (1972) suggests that special education often results in the exclusion of children from the mainstream culture and, directly or indirectly, imposes upon teachers the unrealistic responsibility and unfair practice of stereotyping and labeling children as mentally retarded, emotionally disturbed, learning disabled, or hearing impaired in a way that disregards their individual and unique needs. Dunn (1968) observed that special education is functioning more and more as a separate system in administering educational programs for children with emotional and social problems in low socioeconomic or culturally disadvantaged areas, and in so doing, has failed in its primary responsibility of specialized and individualized education for all children. Another criticism encountered in the literature refers to weaknesses in the diagnostic process. Too often diagnosis merely identifies exceptional children but does not recommend methods of remediation which consider each child wholistically. Thus, educational placement removes the child from the mainstream environment without providing the training, education, or skills necessary for that child to return and function satisfactorily in regular classes. He is merely removed from sight, and this removal may tend to aggravate the problem rather than really remediate it (Lilly, 1970).

Although the growth of programs in special education, particularly with the creation of the self-contained special class in the regular school, is a significant accomplishment, it must be remembered that public laws guarantee the right of all children to equal educational opportunity (Weintraub, 1972). Therefore, the challenge in special education today is one of coming to grips with the possibility that separate facilities may not result in equal opportunities and consideration for the rights of all children. The child who is chronically failing is removed from the educational mainstream and put into a situation where he is surrounded by other children much like himself where he may accumulate even more problems. On the other hand, he may improve certain academic competencies and enjoy some successful experiences; but at the same time, may fail to learn the appropriate interactive skills or to develop acceptable social behaviors which every child needs to become a productive and functioning member of the society at large. To this extent, the dilemma in special education closely parallels that of racial segregation in our schools.

While few educators would advocate the total elimination of separate special education facilities for all exceptional children, there appears in the literature a consensus among the professionals that the availability of the resource room and the resource teachers, itinerant teachers, integration specialists, and educational statisticians within the public school sector is imperative. Indeed, it appears that specialists in the public schools who, along with teachers, maintain a commitment to individualized instruction for all children, are the answer to the controversy over educational integration.

Bruininks and Rynders (1971) conclude that "either/or solutions" are not possible, but that much more energy must be devoted to designing and implementing flexible programs for exceptional children which will lead to both normalization and individualization, and thus avoid or minimize labeling and categorizing. Such flexible programming will insure that the child receives the special attention that he needs without disassociating him from his peers in the regular classroom. An additional advantage of keeping exceptional children in the public school and in the mainstream culture is that it gives their "normal" peers an opportunity to learn about and accept individual differences (Wright, 1967). Other articles which consider philosophical issues of integration for all exceptionalities include: Blatt, 1972; Burke and Sage, 1970; Hammons, 1972; Lilly, 1971; Martin, 1972; Nelson and Schmidt, 1971; Reynolds, et. al., 1971; Reynolds, 1971; and Weintraub, et. al., 1972.

In this review, it became evident that the number of references pertaining to the integration of the hearing impaired far exceed the number of articles pertaining to the integration of children with other exceptionalities. This interesting situation was not an intentional result of partiality to the area of the hearing impaired, since an effort was made to review all areas as the limitations of resources, time, budget, and staff utilization would permit. However, two conditions which may have influenced the results include: 1) a lack of the project staff's finding and identifying all the materials pertaining to integration of other exceptionalities, (an almost impossible task); and 2) a vigorous movement toward the integration of the hearing impaired child into public schools as advocated by increasing numbers of parents, teachers, legislators and child advocates. This movement was precipitated by an emerging philosophy pertaining to the rights of children, and the manualism vs. oralism controversy, both of which have stimulated great interest and brought about much publicity in this area during the past few years.

Connor (1972) is of the opinion that educators of the hearing impaired have rejected integration into regular schools as a primary goal for their students out of feeling that children with hearing losses need sheltering and protection from failure, an attitude which leads to low expectations. Referring to the Babbidge Report, Connor emphasizes the fact that only a concerted effort on the part of educators of the hearing impaired and others will bring about a change in their academic, vocational, and social progress. He, therefore, recommends that the hearing impaired person's need for achievement, leadership and acceptance can best be met in an integrated environment.

Furthermore, Bitter and Mears (1972) contend that children who have hearing losses have the right to dignity, the right to individuality, the right to become fully participating citizens within their culture to the degree to which their abilities and capacities may allow at any given time. They state that successful educational integration may be more adequately achieved through continuous and consistent interaction with the home, community, school, and church. Indeed, the comprehensive environmental gestalt provides the climate in which hearing impaired children may become actualized in the mainstream of life. It minimizes the effects of "self-fulfilling prophecy." It also enhances the development of positive self-concept, personal resiliency, adequate educational skills, social proficiency, and emotional stability in the forming of sensible, realistic, and meaningful personal goals. Indeed, it permits the Maximum Cultural Involvement of hearing impaired children in becoming and being self-reliant, productive human beings.

APPLIED RESEARCH STUDIES

Only a few research studies included in this review deal directly with the question of special vs. integrated class placement. For the purpose of this review, these studies are organized into three categories: 1) comparative studies of educable mentally retarded children which attempted to assess the efficacy of integrated placement using sociometric measures, 2) questionnaires administered to selected groups within the hearing impaired population which attempted to identify educational or attitudinal factors that influenced their choice of colleges or careers, and 3) questionnaires and opinionnaires administered to teachers and parents which attempted to measure attitudes toward exceptional children regarding the feasibility of integrated placement.

Comparative Studies of Educable Mentally Retarded Children

Regarding special class placement for educable mentally retarded children, Bruininks and Rynders (1971) conclude that due to problems of control, methodological shortcomings and selection bias in research, "available evidence is less than conclusive, [and] it is basically uninterpretable." However, this finding does not lessen the need to analyze research projects.

Three studies (Baldwin, 1958; Johnson, 1950; and Johnson and Kirk, 1950) considered the social position of educable mentally retarded children in the regular grades. The results indicated that such children are significantly less accepted, are more often rejected, and are rarely popular with their peer group. Furthermore, these studies shared the basic conclusion that it is not lack of intelligence per se which causes peer group rejection, but rather compensatory behaviors on the part of the retardates which alienate them from their peers.

Carroll (1967) presented the results of research done on two matched groups of 39 educable mentally retarded children. One group was segregated, and one was partially integrated. After a period of one school year, the partially integrated group manifested significantly lower self-derogation scores (presumed to measure self-concept) while those in the segregated group had significantly increased self-derogation scores (presumed to indicate a lowering of self-concept). Results of academic testing significantly favored the partially integrated group in reading, while no significant differences were noted in spelling and arithmetic.

Johnson (1961) reported the results of a study which compared the personal adjustment, social adjustment, total personality, and peer acceptance of two matched groups of mentally retarded children; the control group was enrolled in regular classes, and the experimental group participated in special classes. No significant differences were found in personal adjustment and social adjustment, but both groups were significantly lower in adjustment scores than were normal children. No significant differences were found in total personality development, though both groups scored significantly lower than the normal. Some beneficial results regarding peer acceptance were reported for the experimental group.

Attitudinal Factors Affecting Educational Choices Among the Hearing Impaired

Only four studies were found which endeavored to measure the performance of hearing impaired pupils in regular classrooms, and only one study attempted to compare integrated vs. special class placement. The results of the comparative study (Purdue University, 1961) are extremely complex with no clear-cut trends evident, but it was reported that children with binaural losses fare worse in regular classrooms than those with a monaural deficit, and that hearing impaired children in regular classes are less accepted socially and perform more poorly than their hearing peers. In special classes, the sociometric ratings are higher, with the highest correlation being between degree of hearing loss and acceptance in integrated schools. Children in special classes performed consistently below normal for their age. Elser (1959) did a study on the social acceptance of hearing impaired children in regular classrooms the results of which showed that the hearing impaired as a group are not as well accepted as are their hearing classmates. Students with mild losses, and those wearing hearing aids were found to be less accepted than were those with more severe hearing problems. It may be assumed that more special attention was given to the children with severe deficits whereas the children with mild losses tended to get much less attention. Elser suggests that such data in and of itself is not really a valid argument against integration. He points out that in the typical classroom where the study was done, there was an average of nine normal children who scored even lower than the hearing impaired.

A study by Reynolds (1955) which matched minimally hearing impaired children with normally hearing children on the basis of chronological age, mental age, sex, school and grade attendance, and parental occupational status showed no statistically significant difference at the .01 level of confidence, although results tended to favor the normally hearing control group. The discussion of results implies that either these children had no significant academic or adjustment problems, or that this research did not delineate the crucial variables.

A study made by Connor and O'Connor (1961) indicated that the number of hearing impaired children in special classes who can be successfully integrated at one time or another is minimal, with age eight or nine being the earliest possible for most, while the majority of students will need special programs throughout their lives. (Other studies related to this question are: Kodman, 1963; Lewis, 1972; Negley, 1944; and Vaughn, 1967.)

Questionnaires that were completed by hearing impaired adults attending regular educational programs (high schools, colleges, and universities), or having graduated from hearing schools or universities (Crammate, 1968; Goldin, et. al., 1969; Quigley, 1969; and Simon, 1969) indicated that the presence or absence of oral skills was of paramount importance in terms of educational success since most of the students attended either oral or residential schools. It appeared that the students who were most successful in their educational experience had positive relationships with the mainstream culture and were given meaningful counseling and support by parents and educators. Other surveys included those made by: E. M. Johnson, 1963; Justman and Muskowitz, 1967; and Salem, 1967. These studies do not necessarily prove a case for or against special class placement, since factors determining the success or failure of integrated placement are not clearly delimited, particularly in regard to integration of hearing impaired children.

It must also be pointed out, that the testing of hearing impaired children on a wide variety of measures indicates that simple auditory channel deficits do not represent sufficient evidence for special placement (Jones and Byers, 1971). It further suggests that hearing impaired children demonstrate a variety of behaviors for compensating for hearing impairment, and that factors other than input channel deficits must be evaluated thoroughly and carefully over a broad spectrum before a definitive statement can be made about the child's ability to function in the normal classroom. Obviously more attention must be given to how the child functions psycholinguistically and to his adjustment patterns in the social-academic environment.

Teacher and Parent Attitudes Toward Integration

Opinionnaires and questionnaires were used by some experimenters in an attempt to measure the attitudes of teachers and parents toward integration. Barngrover (1971) attempted to assess the attitudes of special educators concerning integrated placement of the mildly exceptional child. Of fifty persons interviewed, twenty-seven favored retaining such children in special classes, while twenty-three favored regular placement. Siemens (1964) reported generally negative results of a questionnaire sent to one hundred elementary teachers on their opinion as to the benefits or dangers of having emotionally disturbed children in regular classrooms. A study by Soldwedel and Terrill (1957) investigated the attitudes of specific teacher groups toward educational placement of exceptional children. The results showed that special education teachers had higher scores than regular teachers in terms of knowledge about disabilities. This could be expected. However, it was surprising to note that special teachers did not have extraordinarily positive attitudes toward classroom integration. For example, the number of years of experience per se did not relate significantly to a knowledge about or an acceptance of exceptional children into regular classes. Highest scores regarding positive attitudes were obtained from supportive personnel, i.e. therapists, and consultants rather than from classroom teachers. Teachers in schools with special education programs were no more positive than teachers in schools without such activities. These results suggest that special education programs in the schools do not necessarily increase awareness or understanding of exceptional children among school personnel. Indeed, in some instances, special education classes are very much isolated from regular classes.

These studies do indicate that an acute need exists for the development and implementation of a well organized inservice educational program. The assistance of supportive personnel is also necessary before many teachers would even consider receiving an exceptional child into the classroom. This assumption is supported by two studies which dealt with the use of supportive personnel along with educational programs for teachers. For example, Shotel, Iano, and McGettigan (1972) conducted a study designed to assess teacher attitude changes toward exceptional children when integrated programs were instituted in their schools where supportive resource room services were available. In a pre-test, post-test design, the originally high expectations and optimism of teachers were maintained by those who received supportive resource teacher help, while control teachers who received no such help showed considerable discouragement. Likewise, Brooks and Bransford (1971) reported favorable change in attitudes of teachers toward exceptional children (at the .05 level of confidence) after these teachers had been exposed to exceptional children through informative materials and experiences which were the result of a summer inservice program. Thus, it may be concluded that extensive teacher orientation and education and continuing support from supportive and ancillary personnel are crucial to the success of integrated programs.

Soldwedel and Terrill (1957) reported a study using sociometric questionnaires administered to handicapped and normal children in a regular classroom and then to parents of the same children; the results indicated that non-handicapped children were less influenced by the factors of the disabilities than were the parents of handicapped children. Parents of handicapped children tended to over-choose other handicapped children as playmates, classmates, and friends at socials for their children. Parents of the handicapped children also tended to group and identify all handicapped children together and exclude the non-handicapped.

Neuhaus (1969) attempted to correlate parental attitudes toward non-handicapped children to children with disabilities (particularly hearing impaired children) in regard to social adjustment. The results indicated that positive parental attitudes toward children in general correlated higher with social adjustment than did their attitudes toward the disability. From the results of these two studies, it would appear that attitudes, expectations, and acceptance are crucial variables in the integration process, particularly on the part of the parents and educators.

Self-esteem, attitude, and acceptance are also referred to in literature relating to culturally disadvantaged children (R. L. Jones, 1972).

POSITION PAPERS

Many of the articles surveyed by the reviewers were classified as position papers since they dealt primarily with statements of philosophy, position, and direction. Brief statements pertaining to articles and position papers concerned with integration were identified and referenced. Some of the articles discussed the pros and cons of special class versus integrated placement for exceptional children (Bruininks and Rynders, 1971; and G. O. Johnson, 1950), while others stressed the importance of interaction between exceptional children and their normal peers, the benefits of social interaction within the school setting, summer camps and projects, sports activities, and the need for mildly handicapped children to be maintained within the mainstream (Bunch, 1970; Kessler, 1968; Kronick, 1969; Stephens and Birch, 1969; and *Guidelines for Program Planning for Emotionally Disturbed Children*, 1966).

Shattuck (1946) suggested that one essential function of special classes is the teaching of appropriate behaviors which facilitate integration and the extinguishing of behaviors which impede eventual academic and social assimilation of exceptional children into regular classrooms. G. O. Johnson (1950) further supported Shattuck's position in saying that special class teachers may be able to minimize effects of special class placement by providing extensive contacts with the wider academic and social community. Hargreaves (1969) hypothesized that special class placement may be beneficial only for children with severe physical handicaps.

Two authors pointed out the need for a modification of attitudes of both educators and the general public toward exceptional children so that they will be more readily accepted (Hargreaves, 1969; *Guidelines for Program Planning for Emotionally Disturbed Children*, 1966). Some authors (Morse, 1965; Stephens and Birch, 1969; New York City Board of Education, 1967) suggested that the resource rooms and crisis teacher models appear to be the most efficient and flexible approach in dealing with exceptional children, since such models are most likely to allow for constant reassessment of the exceptional child (Gallagher, 1972; Valett, 1970); and that such models can be a step toward reducing the stigma associated with categorical special class placement (Brooks, 1970; R. L. Jones, 1972). Pless (1969) and Valett (1970) stressed the need for parental counseling procedures and parent participation programs to help alleviate adjustment problems.

Melcher (1972) states that in order to actualize integration, normalization and individualized instruction, the role of teachers and school administrators must be broadened to include training in exceptionalities within a "whole child" orientation. Mere assent to "normalization" of handicapped children through integration and flexible "cascade" delivery systems will not work in and of itself. Teachers and administrators who will supposedly accept these children back into the mainstream, must first be trained so that they will be capable of assuming primary educational responsibility for exceptional children in their classrooms or schools (Melcher, 1972).

Unilateral approaches to integration must be designed to include inter-agency and inter-professional cooperation stemming from models of programming which serve the current and long-term needs of all children. According to Hargreaves (1969) and Melcher (1972) such interdisciplinary planning and organization should be considered under the general concept of child advocacy and should include general and special teachers, elementary, secondary and special administrators, parent groups, school boards on the local and state level, federal agencies, and ancillary specialists.

Fellendorf (1966) and R. Miller (1964) spoke of a need on the part of the teachers, administrators, parents, and the hearing impaired themselves to avoid the effects of self-fulfilling prophecies and the biases associated with limited expectation levels. There is also a need according to some authors, for flexible programming in educational placement of hearing impaired children and a departure from the constraints of full-time special class placement. Movement should be toward full-time integration whenever the child is able to function in such a setting. It is also necessary, according to Flegel (1964), Mecham and Van Dyke (1971), Tudyman (1952), and T. J. Watson (1967) to implement a multidisciplinary approach to diagnosis and evaluation and truly individualized instruction. To insure maximum cultural involvement, it is necessary for the hearing impaired child to gain oral skills (Bitter, 1971; Groff, 1970; Moffat, 1970; and Rosenstein, 1967).

Many who support integrated education indicate that integration helps to stabilize social adjustment and develops linguistic and emotional growth. The hearing impaired child has increased exposure to learning experiences and to models of behavior through which he learns to function effectively within his mainstream culture (Connor, 1968; Dale, 1967; Flegel, 1964; G. O. Johnson, 1950; McGee, 1970; Miller, 1964; Northcott, September 1970; Northcott, 1971; Roberts, 1968; and Waleski, 1964).

Another stated need is for parental involvement and liaison with teachers in the hearing impaired child's education so that those experiences are maximally effective (Moffat, 1970). Before regular placement is attempted, there is need for pre-planning, careful organization and methodical implementation of integration programs which are designed to meet individual needs. This type of program must include meaningful and effective follow-up with appropriate support services (Flegel, 1964; Harper, 1966; Northcott, 1971). Worthington (1958) expressed a need for the development of social maturity, the use of effective, efficient communication skills, and the attainment of adequate achievement levels, all before the integration of the hearing impaired child is considered. According to Cohen (1969) and Cosper (1971) there are programs which advocate the benefits of integration for sports, recreation, community activities, and organized social functions but do not maintain this attitude in academic areas.

CONCERNS REGARDING THE PROCESS OF INTEGRATING HEARING IMPAIRED CHILDREN

Integration is often more imaginary than real; mere placement in itself will not insure a total acceptance of the hearing impaired child into the life of the regular classroom and school (Dale, 1967). Further, according to Ford (1968), Rafferty (1970), and M. Skinner (1971), pupils in the regular class will sometimes not accept the hearing impaired child nor give him the same consideration they expect and give each other. Ford (1968) and M. Skinner (1971) point out that it is possible that the child who is not a good speech reader or who has limited oral skills could be overwhelmed by the pressures of communicating, and feel unequal to even social interaction with his peers. A hearing impaired child may adopt over-compensating or attention-getting behaviors, or he may imitate the inappropriate behaviors of his hearing peers (Ford, 1968; M. Skinner, 1971; and Tudyman, 1952).

If the home environment does not reinforce the learning which the child gains in school, whether academic, language, or social, the child will not reach his fullest potential and may develop feelings of inadequacy (M. Skinner, 1971).

The necessity of giving individual attention to integrated students can place a severe strain on the regular teacher who must divide classroom time to accommodate all pupils (Dale, 1967; M. Skinner, 1971).

Since hearing impairment usually has no outward physical manifestations, with the possible exception of the use of a hearing aid, hearing children might tend to ridicule the hearing impaired child or stigmatize him as "stupid" and offer him less understanding than they would an otherwise physically handicapped child (Dale, 1967; Ford, 1968).

Frequently, according to Ford (1968), the hearing impaired child may be left out when children divide into teams or groups for games or activities. This may be the result of negative feelings toward him, since the child may be unable to follow instructions clearly and quickly.

The constant strain of concentrating on what is occurring in the classroom, or on what is being said, can be extremely fatiguing for the hearing impaired child. As a result, he may become inattentive and consequently fall behind academically (Dale, 1967; Engh, 1967; Ford, 1968).

CONTEMPORARY PRACTICES

Descriptions of integrated programs indicate that the most widely practiced alternatives to segregated, homogeneous, special class grouping are the resource room concept and the itinerant teacher model. The degrees of integration in the programs reviewed range from social integration to full-time integration. Social integration implies that children from self-contained special classes within a regular school are integrated for social activities such as lunchtime, recess, and school assemblies. Partial integration refers to situations in which children from special classes participate for some part of the academic day in classes with their normal peers. Full-time integration means that children with special needs are maintained within the regular classroom, receiving assistance in some instances from itinerant specialists, counselors and therapists. In many cases, fully integrated students receive no special assistance. It should be noted however, that support services appear to be basic to a wholly successful program of integration, whether it be partial or complete. The focus of these programs was with remediation through support services from specially trained resource teachers. Furthermore, these services are aimed at maximizing the child's ability to function within the regular classroom setting. The need for such supportive or supplemental services usually continues even after a child is fully integrated.

The trend away from homogeneous categorization of children in areas other than the hearing impaired was noted in articles by Baarstad (1965), Finch (1971), Fromong and Engelsen, Haskell and Anderson (1969), Owen and Compton (1968), and Reger and Koppmann (1971). It was found that these programs emphasize specific educational diagnosis and remediation of learning deficits through the use of learning centers, resource rooms, and itinerant services. Such program services ranged from partial to full integration of the children with stress on the use of supplemental services. All are designed to overcome the specific learning or behavioral deficits of the children involved so that they can ultimately be assimilated into regular neighborhood schools. The academic grade levels covered in these program descriptions range from pre-school (Moor, 1962) to post-secondary (Ingold, 1972).

Authors which describe the social integration of exceptional children at summer camps or in organized projects include Cohen (1969), Cosper (1971), Kesler (1968), Kronick (1969), and Northcott (September, 1970). A description of programs pertaining to the integration of hearing impaired children who are partially or fully integrated and represent all age levels from pre-school through post-secondary are described by Brookey (1969), Connor (May, 1971), Greenleaf (1970), Southern Oregon Regional Facility for the

Education of the Deaf, and Wells (1969). The degree of hearing loss of children mentioned in these programs ranged from hard of hearing to profoundly hearing impaired children.

Articles which describe programs in which hearing impaired children are integrated with their hearing peers for some portion of their academic work were authored by Northcott (1970), Paynter (1965), Rooney (1970), Salem (1971), M. Skinner (1971) and Shorewood Public Schools (1970). Description of programs which are aimed at integration of hearing impaired children are reported by Bottomly (1970), Engh (1967), Paul (1963), Sugrue (1967), Yater (1972), Beaverton School District (1970), Southern Oregon Regional Facility for Education of the Deaf (1971), and Regular Classroom Teacher's Manual for Aurally Handicapped Children (1969).

GUIDELINES FOR PROGRAMS

This review of the literature revealed numerous guidelines regarding programs, their criteria and administration.

The administrative coordination of integrated services for the exceptional child should include thorough orientation of school staff to the work of the resource or itinerant teacher in order to assure effective teamwork and cooperation according to Grosenick (1970) and Pelone (1957). This position was also stated in a publication by New York City Education of Visually Handicapped Pupils (1967). Pelone (1957) suggests that well-coordinated efforts on the part of the school guidance counselor and psychologist will help insure that the health and psychological needs of the integrated child are consciously met. The child should always be aware the he has recourse to such services whenever he chooses to seek them out.

The handicapped child in the regular classroom often will require the intervention of ancillary services. These services include speech and physical therapists, counselors, private tutors, etc. It is the administrator's task to procure such services when necessary, and when they are unavailable, should work to establish them. Referring a child for ancillary services is not an admission of the school program's inadequacies, but rather proof that the program is committed to the concept of serving each child's needs (Siegel, 1969).

The administrator can gain public support for integrated programs by serving as a liaison between the school and community service organizations, parent groups, public agencies, and officials. The school administrator should utilize community resources in the educational and recreational, as well as health and vocational programs for handicapped children. In addition, he should attempt to shape the community attitude toward acceptance and understanding of the handicapped individual (Siegel, 1969).

Guidelines for Program Planning for Emotionally Disturbed Children (1966) stresses the need to recognize that most behaviorally disturbed children can be accommodated in regular classrooms rather than in special programs, and ways must be found to effectively meet their needs in these normalized settings. These Guidelines also state that the processes of referral, diagnosis, and screening for placement of exceptional children should be the responsibility of the regular teacher and the school principal, as well as the resource teacher and diagnosticians. Annual evaluation by the classroom teacher, academic tutor, audiologist, and speech therapist should be conducted as a team effort. In evaluating the child, the team should consider such factors as social maturity, academic achievement, intellectual potential, hearing aid usage, and the personality of the pupil in order to determine the appropriateness of change in the current or future academic environment (Northcott, 1970; Northcott, February, 1972; Rafferty, 1970).

Some authors recommend a gradual exposure of the hearing impaired child to hearing children starting with social integration in non-academic areas with flexible programming accompanied by liaison work by an integration specialist to prepare students and teachers for further integration. Provision must be made for continuing guidance to parents, teachers, and children (Mecham, 1970; Alexander Graham Bell Association, "Guidelines for Pre-School Programs for Hearing Impaired Children;" Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969; and The Role of the Volunteer in Alternate Planning for Patients, 1969).

The Alexander Graham Bell Guidelines for Pre-School Programs for Hearing Impaired Children, the Report on the Committee on Statewide Planning for the Education of the Deaf and Severely Hard of Hearing in California Public Schools, Northcott (1970), and Rafferty (1970) state that classroom specification, equipment, and certified personnel in integrated programs should be consistent in quality with those available in special classes.

Alexander Graham Bell Guidelines also mention the need for early educational intervention. Education for integration should start on the pre-school level and should focus on building curiosity, a healthy self-concept, self-reliance, a sense of competition, a sense of humor, willingness to try new experiences, adequate motor coordination, sibling and peer interaction, mobility, good safety habits, auditory discrimination, lipreading skills, and growth in receptive and expressive language.

The effectiveness of integrated programs is, to a great extent, dependent upon the close cooperation of the special and regular teacher. This cooperation must be insured through carefully planned meetings of an inter-disciplinary team (Rafferty, 1970; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Rafferty feels that it is most important that hearing impaired students should not, under any circumstance, be excluded from extra-curricular activities because of their hearing impairment. This statement was reiterated in the Regular Classroom Teacher's Manual for Aurally Handicapped Children, (1969). Rafferty also included in his guidelines the need for services of guidance counselors, vocational counselors, psychologists, audiologists, adjustment teachers, speech correctionists, educational media specialists, and librarians who can communicate with hearing impaired and severely hard of hearing students when these services are needed. Also, regular classroom enrollment should be small enough to enable the teacher to devote some of his time to helping the hearing impaired or severely hard of hearing pupil with his problems. Amplification should be provided whenever the pupil can profit from its use.

Sugrue (1967) agreed with Rafferty in recommending that the assignment of a child with a hearing loss to a regular class be based upon information regarding the pupil's preparedness for the assignment provided by a committee composed of the school principal, the pupil's special teacher, the regular classroom teacher, the school psychologist, the school counselor, and the school physician.

An inservice program should be operated regularly within a school in which pupils with hearing losses are assigned in order to help all teachers understand the pupil's problems and special needs (Northcott, 1970; Rafferty, 1970). The regular classroom teacher must be willing to seek out and utilize whatever ancillary or supportive services are available (M. Skinner, 1971). Resource teachers should be considered full-time active faculty members of the school, should attend faculty meetings, and should be assigned regular classroom duties (Beaverton School District, 1970).

Participation in parent education classes and regular visitation to the school should also be encouraged. Visits should be followed up by planned parent-teacher conferences (Northcott, 1970; Rafferty, 1970).

Guidelines also applied to the students themselves. Engh (1967), Northcott (February, 1972), Rafferty (1970), and Sugrue (1967) state that successful integration requires that the hard of hearing child be independent, persistent, adaptable, and socially mature, as well as academically competitive.

Students enrolled in resource rooms should have their records transferred to the school in which they are integrated and be considered regular students. They should be expected to comply with all school regulations and participate in all school activities (Beaverton School District, 1970). The hearing impaired pupil should be permitted to sit in a position most suitable for optimal speechreading (Rafferty, 1970; Stinson, 1972). The older hearing impaired person should be encouraged to explain his needs and provide information about his limitations, particularly when involved in group discussion (Dale, 1967; Stinson, 1972).

Before a pupil is integrated, he should have receptive and expressive communication skills sufficient to function successfully in the regular class program. He also should be able to direct his attention to assigned work and follow directions for doing the work. Eagerness to be assigned to the regular class for instruction, and confidence in his ability to succeed will go a long way toward insuring success for the integrated student (Engh, 1967; Rafferty, 1970; and Sugrue, 1967).

It is helpful if the pupil's ability to learn is average or above the average of the pupils in the regular class (Dale, 1967; Rafferty, 1970; Sugrue, 1967). Bottomly (1970) suggests that efforts be made to help the hearing impaired student feel free to request that the information he does not fully understand be repeated, rephrased, or explained without fear of being penalized. He also states that little learning can take place until the child knows the meaning of limits, can maintain self-control, can focus attention on the business at hand and be able to utilize his residual hearing. It was also recommended that the students age be within two years of the average age of the pupils in the regular class (Dale, 1967; Rafferty, 1970).

Adjustment problems could be eased if integrated students understand that they cannot expect the same degree of personal attention which they may have received in special classes (Northcott, September, 1970). Students should be trained to use good study habits such as pacing themselves and scheduling long-term assignments (Beaverton School District, 1970).

GUIDELINES FOR TEACHERS WHO HAVE HEARING IMPAIRED CHILDREN IN THEIR CLASSES

Many of the articles offered specific guidelines and suggestions for teachers. These have been grouped in this review into those pertaining to the hearing impaired and those pertaining to other exceptionalities.

With regard to the hearing impaired, many authors stress that in their classes, the child must be accepted positively, regardless of the adequacy of his speech, comprehension, or vocabulary. The teacher's response patterns are likely to be mirrored in responses of the children (Bottomly, 1970; Gildston, 1962; Lloyd, 1962; Stinson, 1972; Long Island Hearing and Speech Society; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Neither should the hearing impaired child be pampered or overprotected. He must be treated like the other children and be expected to do what is within his chronological and mental age level (Gildston, 1962; Mecham, 1970; Lloyd, 1962; Beaverton School District, 1970; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969).

Often children with almost identical hearing losses may function very differently. They must be motivated, challenged, and taught according to individual strengths and weaknesses. Therefore, intelligence scores must be interpreted with caution (Bottomly, 1970; Everhart, 1962; Gildston, 1962; Lloyd, 1962; Northcott, 1970; Skinner, 1971). Factors such as intelligence, social maturity, and family background may be more significant than the child's hearing loss in terms of his ability to function in the classroom. The degree of hearing loss alone should not determine expectation level (Everhart, 1962; Gildston, 1962; Northcott, February, 1972; Tudyman, 1952; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). The teacher should be familiarized with the type and extent of the child's hearing loss and should not hesitate to ask questions (Bothwell, 1967; Ford, 1968; Gildston, 1962; Northcott, February, 1972; Rafferty, 1970; Skinner, 1971).

Teachers should take time to discuss the hearing impaired child's problem objectively with classmates in order to help them understand his needs and behaviors (Bottomly, 1970; Everhart, 1962; Gildston, 1962; Lloyd, 1962; Mecham, 1970; Northcott, February, 1972; Long Island Hearing and Speech Society). Gildston (1962) suggests that the teacher turn the hearing impaired child's handicap into an asset by using such topics as health, physiology, mechanics, physical problems in communication, etc. as a fulcrum for moving the attitudes of classmates in a positive direction.

The teacher should make certain that hearing impaired children are attending when new work is begun, or when homework is assigned.

However, some inattention should be tolerated since speechreading for long periods of time is fatiguing. (Bottomly, 1970; Gildston, 1962; Lloyd, 1962; Long Island Hearing and Speech Society; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Likewise, the teacher should not expect the child to understand at all times no matter how bright or diligent he appears to be (Gildston, 1962; Mecham, 1970). Inattentiveness or the appearance of "laziness" after an absence may be due to temporary illness, a cold or sore throat which may temporarily increase the hearing loss (Gildston, 1962; Lloyd, 1962; Northcott, February 1972; Long Island Hearing and Speech Society.) In order to overcome the fatigue factor, the teacher should consider instituting a buddy system or "listening helper" to help the hearing impaired child with directions, discussion, or notes that he may have missed. The job of "helper" should be rotated occasionally among the children in the class (Bottomly, 1970; Danahy, 1970; Gildston, 1962; Mecham, 1970; Northcott, February 1972; Stinson, 1972; Stuckless, 1969; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969).

The teacher should not rely solely on the child's auditory memory, but should use many visual aids to increase the number of sensory associations the hearing impaired child can store in order to facilitate his learning (Bothwell, 1967; Gildston, 1962; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). She should remember that auditorily presented assignments which require a long auditory memory span should be visually reinforced, and lists should be presented in a meaningful context (Gildston, 1962). The teacher should encourage the child to be unashamed if he does not understand and to state his confusion or apprehension immediately. Impatience on the part of the teacher undermines this necessary activity (Gildston, 1962; Lloyd, 1962; Northcott, February 1972; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969).

The teacher should be aware of vocabulary limitations of the hearing impaired child and cultivate the ability to re-phrase, not merely repeat the message when the child appears not to understand (Bottomly, 1970; Everhart, 1962; Gildston, 1962; Lloyd, 1962; Mecham, 1970; Beaverton School District, 1970; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). New vocabulary words for any subject should be written on the board and repeated aloud so that the deaf child can familiarize himself with how these words look on the lips; a new vocabulary word can be listed and taken home as a homework assignment (Gildston, 1962; Lloyd, 1962; Northcott, February 1972; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). The teacher should repeat or rephrase what is said by classmates, particularly if the classmate, himself, does not speak clearly enough. A quick review of the highlights of a class conversation or of important directions is very helpful (Everhart, 1962; Gildston, 1962; Lloyd, 1962;

Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Vocabulary used in class should be meaningful to the peer group and should be in the vernacular which they use (within reason) (Ford, 1968; Gildston, 1962).

In regard to communication, the teacher should not speak while writing on the blackboard or with her back to the class (Gildston, 1962; Mecham, 1970; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Her articulation while speaking should be clear, of moderate speed, and not exaggerated. It is easier to speechread normally articulated words than exaggerated ones (Engh, 1967; Everhart, 1962; Gildston, 1962; Lloyd, 1962; Mecham, 1970; Long Island Hearing and Speech Society; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). When reading to the class, the teacher should remember to avoid obscuring the face which prevents speechreading and eye contact (Gildston, 1962; Long Island Hearing and Speech Society). Neither should she walk around the room while talking (Gildston, 1962; Mecham, 1970; Long Island Hearing and Speech Society; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Hard of hearing children should be encouraged to watch the face of the teacher or classmates when they are speaking, and they should become visually oriented (Everhart, 1962; Long Island Hearing and Speech Society). The teacher should have the children giving oral reports stand in the front of the class (Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). She should speak only when there is adequate lighting on her face, and should avoid intense glare or speaking when her back is to the window (Everhart, 1962; Ford, 1968; Gildston, 1962; Lloyd, 1962; Northcott, February, 1972; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969).

Engh (1967), Gildston (1962), and Stuckless (1969) stress the importance of remembering that the child cannot speechread and take notes at the same time. Standards for note-taking must be appropriate for the hearing impaired child. A preview of topics to be discussed the next day or week should be provided the child (or his parents if the child is young) in advance, since extra work can be done at home or with resource teachers. Topics presented in class should never be completely new to the hearing impaired child (Bottomly, 1970; Engh, 1967; Gildston, 1962; Long Island Hearing and Speech Society; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Blackboard outlines of the topic under discussion are extremely useful, particularly if the topic is complicated. Shifts in topics should be accompanied with visual and verbal cues (Gildston, 1962; Northcott, 1970; Northcott, February, 1972).

Teachers should seat the hearing impaired child in a position where he can see the face not only of the teacher, but of his classmates as well, and also allow the child to change seats when it becomes necessary (Bothwell, 1967; Bottomly, 1970; Danahy, 1970; Everhart, 1962; Gildston, 1962; Lloyd, 1962; Mecham, 1970; Northcott, February, 1972; Long Island Hearing and Speech Society; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Teachers of integrated classrooms should actively promote contacts between children by seating the hearing impaired child between two normally hearing children (Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969).

Familiarity with some basic mechanics of hearing aids as well as knowledge about their limitations is very helpful. The teacher should make certain that hearing aids are used according to instructions (Gildston, 1962; Lloyd, 1962; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969).

Gildston (1962) states that appropriate distance from the speaker and seating arrangements are important for meaningful use of the hearing aid and maximum use of speechreading ability. She goes on to say that teachers should be aware of and try to reduce the noise level in the room at all times throughout the day, since the hearing aid is not selective in the sounds it amplifies.

The teacher should correct speech errors only after the child has completed what he wants to say. Close cooperation and follow-through with the speech therapist are vital (Everhart, 1962; Gildston, 1962; Long Island Hearing and Speech Society; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). It is important to remember to compliment the child when he does utilize intelligible speech. Often the child is unable to correct himself or hear his own improvement, and teacher correction may be his only means of getting feedback (Gildston, 1962). The teacher should not accept shouting or unaudible speech from the hearing impaired child. Reminders to speak up or to speak more quietly will be very helpful in teaching the child to project or moderate his voice (Everhart, 1962; Gildston, 1962). The child should be encouraged to speak in class, and not be made to feel inferior by being excused from speaking assignments (Lloyd, 1962; Northcott, February, 1972; Beaverton School District, 1970; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). Classmates of hearing impaired students should ask him to repeat if they do not understand something that is said. This should not be construed as rudeness or criticism, but rather, as the most effective method which the student with a hearing impairment has for monitoring his own speech (Engh, 1967).

Teachers should take special pains to motivate the child in areas of language skills (Lloyd, 1962; Long Island Hearing and Speech Society). They should encourage participation in musical activities to stimulate his residual hearing and develop his sense of rhythm (Lloyd, 1962; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). They should not hesitate to ask parents to help their children at home with subjects which are difficult. Frequent conferences and progress reports should keep parents adequately informed (Bothwell, 1967; Everhart, 1962; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). The teacher of the integrated class should have empathy, flexibility, imagination, and a willingness to make adjustments in the classroom environment and instructional procedure (Danahy, 1970; Regular Classroom Teacher's Manual for Aurally Handicapped Children, 1969). They should strive to give the hearing impaired child the emotional support he needs since he will probably be insecure at first in the new setting (Bothwell, 1967; Ford, 1968).

GUIDELINES FOR TEACHERS WHO HAVE EXCEPTIONAL CHILDREN IN THEIR CLASSES

In regard to other exceptional children the following suggestions were made.

The attitude of the regular teacher toward the visually handicapped child will determine, to a great extent, the attitude of the other students in the class toward these pupils. Care should be taken to discuss the child's problems objectively with classmates so that they can better understand his needs and behaviors (Grosenick, 1970; Grosenick, 1971; Pelone, 1957; Siegel, 1969; New York City, Education of Visually Handicapped Pupils, 1967).

Although modifications in the physical environment, assignments, materials, seating, etc., may be necessary, the teacher should emphasize the abilities (not the disabilities) of handicapped children and expect them to maintain appropriate standards of achievement and behavior. Leniency in deference to the handicap will not necessarily serve the best interest of the handicapped child (Moor, 1962; Siegel, 1969; D. Skinner, 1970; New York City, Education of Visually Handicapped Pupils, 1967: This article contains an extensive list of suggestions for regular and resource teachers working with visually handicapped children).

The regular teacher who has a visually handicapped child in the classroom should arrange optimal seating and lighting conditions depending upon the child's visual needs (Helping the Partially Seeing Child in the Regular Classroom). Reading materials should be chosen with great care to assure clear type and pictures, paper with non-glare finish, and maximum contrast between background and printing. Wherever needed, the child must be provided with braille materials (Helping the Partially Seeing Child in the Regular Classroom). Some children may require frequent eye rest periods to prevent fatigue and blurring (Helping the Partially Seeing Child in the Regular Classroom).

Forman (1969) suggests that visually handicapped children can participate in physical education activities with their sighted peers if minor adjustments are made in equipment, if sound localization devices are employed within equipment and the gym itself, and if careful planning is done beforehand to assure safety and a reasonable number of successful experiences.

The teacher must be willing to assist the blind child to overcome obstacles and difficulties in his daily functioning with the classroom. This can best be accomplished by conveying a feeling of warmth and sincere acceptance (Pelone, 1957; D. Skinner, 1970). The teachers and individual children should always announce their presence and identify themselves when entering a room where a blind child is alone so that he will not be startled or frightened

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by someone entering the room. Speaking to the blind child in a warm, well-modulated voice, or taking his hand can help give him confidence and self-assurance while adjusting to strange situations (Pelone, 1957).

The teachers must learn to be tolerant of certain behavior patterns which may be associated with the child's handicap so that such behaviors will not deter the child's eventual total acceptance. Lack of acceptance as an individual can be a greater deterrant to the child's success than the handicap itself (Pelone, 1957; Siegel, 1969). Care must be taken to fully orient the blind child to the physical environment of the classroom, the school building and playgrounds. He must be made aware of permanent obstacles and become acquainted with the positioning of furniture, desks, and equipment. Changes in the arrangements of these objects must be brought to his attention. The teacher should verbally describe on-going activities in the classroom so that the blind children keep in touch with the classroom interaction (Pelone, 1957).

Pelone also states that the teacher should take steps to insure that the handicapped child does not become a social isolate within the classroom. Buddy systems are helpful for acquainting the handicapped child with his classmates.

A teacher can contribute to an exceptional child's self-confidence by giving him special tasks to perform within the classroom. Giving a child a task which he can perform well enhances his self-esteem and the sense of his "normalcy" for his classmates and himself (Siegel, 1969).

The handicapped child needs genuine praise and positive "feedback" for accomplishments which are truly praiseworthy. Empty praise will give the child and his classmates the idea that very little is expected of him. Teachers should learn to avoid value judgments with exceptional children. A teacher with a mildly cerebral palsied child should not say "use your good hand" implying that the other is "bad" (Siegel, 1969).

A teacher can alleviate anxiety or misbehavior in a child with a short span of attention by organizing her activities into short periods. One-half page of reading done well may be more desirable than a whole page completed quickly and inaccurately; two arithmetic problems solved correctly have more positive value than four solved incorrectly.

A teacher can help a handicapped child become less ego-centric and more socio-centric by employing games requiring group effort, play therapy, and role-playing techniques (Bunch, 1970; Siegel, 1969).

The teacher should be sure that visual materials used with exceptional children are concrete, unambiguous, simple to read, and placed so that they can be easily seen (Siegel, 1969).

Urge, but do not press, the handicapped child to express himself in group activities and discussions. Encourage him to make his needs known if he is unable to follow what is happening in a group. Similarly, classmates should be urged to speak up if they are unable to understand the handicapped pupil (Bunch, 1970; Siegel, 1969).

In order to assure maximum success of the handicapped child in the regular classroom, the teacher must be willing to seek out and utilize the services of support specialists such as resource teachers, speech therapists, counselors, visual training specialists, and physical therapists (Bunch, 1970; Conine and Brennan, 1969: Grosenick, 1971; Siegel, 1969; Guidelines for Program Planning for Emotionally Disturbed Children, 1966).

The regular classroom teacher should have an understanding of the use and care of any special devices which the handicapped child may use, such as hearing aids, braces, crutches, wheel chairs, or eyeglasses (Conine and Brennan, 1969).

The teacher must understand the concept of self and be able to objectively examine self in relation to individuals, as well as the entire group. Expectations must be on the level of the child's ability to function, not beyond or below his functional ability (Grosenick, 1971; Guidelines for Program Planning for Emotionally Disturbed Children, 1966).

The teacher should try to become aware of the individual child's "best" periods during the day: those when he is active or more inclined to concentrate so that his work and relaxation schedule can be planned accordingly (Guidelines for Program Planning for Emotionally Disturbed Children, 1966).

GUIDELINES FOR PARENTS OF HEARING IMPAIRED CHILDREN

Suggestions for parents were also found throughout the literature. Several authors stated that parents should reinforce through home stimulation, the vocabulary and concepts encountered in school. Emphasis should be on useful, idiomatic language and natural conversation while teaching attitudes, activities, and interests of the hearing impaired child (Danahy, 1970; Northcott, February 1972; Rafferty, 1970; M. Skinner, 1971; Beaverton School District, 1970).

Danahy (1970), Mecham (1970) and Northcott (February, 1972) recommended that parents regularly visit the school and the classroom to become informed of their child's needs and progress. They should encourage the child to supplement school assignments with outside reading or pre-reading of assignments.

Katz (1971) and McDermott (1971) suggested that parents encourage inquiry on the part of the child and record their questions and responses. Since hearing impaired children do not readily grasp the meaning or relationship of things in the world about them, a record of such questions is extremely useful in guiding parents to an awareness of conceptual problems in their child. In conjunction with this, parents should continually ask their child questions about the environment or the activity in which the child is engaged, questions which will direct the child to observe the world about him and teach him to generalize and conceptualize.

Parents who wish to integrate their child must be committed to the oral approach and then must set up the conditions which facilitate speechreading, thereby, building an environment in the home which encourages talking and conversation. These conditions, according to McDermott (1971) include the use of full sentences in meaningful contexts; use of natural, moderate voices without exaggeration; praising successes; and giving encouragement whenever needed.

Parents should, according to Mecham (1970), provide enrichment experiences and create opportunities for the child to socialize with hearing peers in both free play and structured social activities.

Parents should accept responsibility for the education of their children and not rely completely on the school (Danahy, 1970; O'Connor, May 1961; Sugrue, 1967). They should do this by exposing themselves to new research and new methods used in the field of special education as well as general education. This will help them gain perspective in seeing their child first as a child, and second as a handicapped child (Danahy, 1970). Parents should also understand the process of linguistic growth in all children and attempt to reinforce that growth in their children (Educational Guidelines: Minnesota, 1968). Parents should take the responsibility of keeping hearing aids in good working order (Mecham, 1970). They should realistically accept their child's disability and understand its implications in educational and social development (Educational Guidelines: Minnesota, 1968).

Positive parental attitudes that emphasize the abilities of their hearing impaired children rather than their disabilities have been shown to have a positive correlation with overall emotional adjustment (Neuhaus, 1969).

GUIDELINES FOR PARENTS OF OTHER EXCEPTIONAL CHILDREN

Pelone (1957) stated that siblings, parents, and other family members can do much to implement the child's total educational program. They may serve as tutors if the child needs to supplement his classroom work at home. He went on to say that, in regard to a blind child, the family can contribute much to the broadening of the child's understanding of the world around him. Shopping trips, trips to the zoo, the museum, the theater all build up the child's store of knowledge and experience and will enrich his school experiences. Also, the blind child should be given opportunities to share responsibilities in the home so that he will have the self-reliance needed to take responsibilities at school. He should be encouraged to move about freely and independently.

Conine and Brennan (1969) suggested that parents acquaint the classroom teacher with the use and care of any special equipment or appliances which their child uses such as wheelchairs, braces and crutches, eyeglasses or hearing aids. If at any time changes or modifications are made in such equipment, the teacher should be notified.

Moor (1962) stated that a visually handicapped child will generally derive the greatest benefit from a nursery school experience with sighted children if he is able to move about easily and has a fair sense of direction, if he can orient himself without much difficulty to new physical surroundings, if he can leave home without undue emotional upset, and if he is adaptable and can make his personal needs known. Mobility training can do much to insure freedom.

CONCLUSION

The review of literature does not present an unanimous recommendation in favor of the integration of all exceptional children into the mainstream of education. However, it is obvious that had many children never been segregated, the parameters of integration would be less complex. Nonetheless, the review does indicate a genuine concern for the welfare of all exceptional children as summarized in the following statements:

1. Perpetuating the categorization and segregation of human beings solely on the basis of disability grouping must be considered to be educational malpractice.

2. The team approach must be utilized in meeting the individualized needs of every child.

3. The diagnostic process upon which educational placement is based must be reversible, tentative, and continuous, and should consider all of the physiological and environmental data which can be gathered.

4. There must be a thorough differential diagnosis and teaching prescription on every child.

5. Curriculum modifications must be instituted to meet the needs of all children; skills related to academic performance and behavior are essential components in the curriculum since they insure that the child is able to function successfully as a social being.

6. Teacher training institutions must gear-up to meet the challenge of educational integration.

7. Adequate inservice programs must be developed for teachers and ancillary personnel.

8. Parent education and child preparation as well as teacher and student education, are also essential to facilitate successful integration.

REVIEW OF LITERATURE:

INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSES

A supplement to Review of Literature:
Integration of Exceptional Children into
Regular School Classes, 1972.

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INTRODUCTION

This supplement to A Review of the Literature Pertaining to the Integration of Exceptional Children Into Regular Public School Classes (1972) was considered to be vital to the completion of Project NEED (Facilitating the Integration of Hearing Impaired Children Into Public School Classes) for it attends to the specific area of the hearing impaired and is supportive of the concepts of integration as summarized in A Review of the Literature Pertaining to the Integration of Exceptional Children into Regular Public School Classes, page 30.

Indeed, these updated references reaffirm the evergrowing need for adequate diagnostic and educational procedures and programs that will assist in meeting the educational needs of hearing impaired children.

The additional bibliographical material contained herein includes references to articles and other materials published from 1964 to 1973 which were located primarily through the Educational Index, Psychological Abstracts, and Dissertation Abstracts.

The Supplement is organized into the following sections:

I. Survey of contemporary educational approaches and practices

II. Program philosophy: Academic, Social

III. Guidelines for regular classroom teachers: Material, Support Personnel, Techniques

IV. Guidelines for parents: Perceptions of educators and parents

V. Conclusion: Needs and Trends

I. SURVEY OF CONTEMPORARY EDUCATIONAL APPROACHES AND PRACTICES IN INTEGRATING THE HEARING IMPAIRED INTO PUBLIC SCHOOL CLASSES

A. APPROACHES TO INTEGRATION

A review of the literature disclosed the use of many approaches to the integration of the hearing impaired. Among those most frequently mentioned were standard integration, cross integration, and reverse integration. These approaches are identified by the degree of interaction between hearing impaired students and their hearing peers as follows:

Standard integration is the approach whereby hearing impaired children are instructed for all or part of the school day in the regular classroom with hearing peers under the direction of a regular classroom teacher.

Cross integration is a teaching arrangement similar to a team-teaching concept which involves the regular classroom teacher and the trained teacher of the hearing impaired, or resource room teacher. However, in cross integration, the teachers do not occupy the same room. The regular classroom teacher may take one or more of the members of the special class into her own room for a period or periods of instruction. As a reciprocal measure, the trained teacher of the hearing impaired includes one or more children from the regular class in one or more periods of instruction in her classroom with hearing impaired children.

Reverse integration refers to the strategy of bringing one or more normally hearing children into the classroom with the hearing impaired for one or more periods of instruction each day.

In any of the above-mentioned approaches to integration, the resource room may also be utilized. The resource room concept for hearing impaired children works precisely in the same way as it does in similar programs for other exceptional children. Indeed, the hearing impaired child spends the major portion of his time receiving instruction in the regular classroom, but goes to the resource room teacher for specialized instruction in those areas which require more individual attention (Bitter, Johnston, & Sorensen, 1973).

According to Jenkins & Mayhall (1973), the delivery of services through emerging resource teacher programs, if they are indicative of quality educational programing and practices, must possess the following components: "(a) identified criterion performance, (b) daily instruction and assessment, (c) individual instruction, (d) management of tutors." All of which may enhance the opportunities for the adequate educational achievement of children.

Further approaches to integration involve the services of support personnel, i.e., the itinerant teacher and/or the academic tutor. The itinerant teacher concept permits the hearing impaired student to remain in the regular classroom while receiving periodic visits from an itinerant teacher who may serve several different schools. The responsibilities of this specialist are definitely oriented to meeting the child's individual needs, but in addition, this person must serve in a liaison and public relations capacity as well.

The term "academic tutor" is used in a number of ways in the literature pertaining to integration. Generally, it refers to individualized support in those skill areas wherein the child needs special assistance. Although the role is generally occupied by specialists in the field, the review of literature indicates that this function is sometimes accomplished by classroom instructional aides, regular classroom teachers, or parents. It must be remembered that none of the above mentioned titles denote mutually exclusive job descriptions.

Although the approaches previously discussed generally refer to the elementary and secondary levels of instruction, a notable thrust toward integration is also evident at the college level. Several articles reviewed describe approaches to the academic and occupational integration of students in universities. For example, Berg (1972) described the facilitative program for integrating hearing impaired students at Utah State University. He summarized four requirements that students must satisfy upon entering the program. These include:

1. Consistent academic motivation

2. Competent reading skills

3. Competent lipreading skills and intelligible speech

4. Commitment to communicate and socialize with hearing as well as hearing impaired individuals

B. PRACTICES

Many educators favor gradual involvement of the child into the whole integrative process. For example, as soon as the child gains usable vocabulary and language skills, he is placed in the regular classroom for some part of the school day. As skills develop, the degree and extent of involvement into regular classes increase (Weiss, 1968; Bowling, 1967).

Bowling (1967) stated that when integration is widely practiced in the schools, fewer handicapped children are clustered together in the same classes; thus, regular classroom teachers are able to provide more individual attention to each child.

The importance of the use of hearing aids and auditory equipment by hearing impaired students in the regular schools was considered by Weiss (1968) and Warnke (1972). Weiss (1968) concluded that the use of a binaural auditory trainer used during class and individual aids worn on the playground and at home assists in the integration process. Warnke (1972) supported the contention that success in integration is enhanced through the consistent use of appropriate auditory training equipment.

There is increased emphasis in the literature on pre-school training which tends to increase the child's ability to cope with a regular school environment (Pollack and Ernst, 1973).

Acoupedic programs described by Pollack (1964, 1973) and Stewart, et. al. (1964) include early detection of hearing impairment, early fitting of aids, a unisensory approach, a normal learning environment, development and use of an auditory feedback mechanism, individualized teaching, the development of language through exposure to normal auditory language patterns, parental acceptance of the child and his hearing loss, and the involvement of parents as his primary models of communication.

Whorton (1966) emphasized that extreme educational deficiencies or educational problems need not occur if hearing loss is discovered early and appropriate compensatory measures are provided immediately.

Additionally, Johnson (1967) concluded that educators should see the child as a person rather than a specimen who characterizes a particular clinical type of deafness with a defined degree of hearing loss. Rather, emphasis should focus on how the hearing impaired child functions which should, in turn, determine the type of educational placement.

Jones and Byers (1971) used a theoretical model of classifying hearing impaired children enrolled in the classroom. They concluded that the hearing deficit does not appear to be the central factor for predicting the child's success. The most striking factor appears to be the ability of the individual child to function in his total academic environment.

A significant focus on the utilization of listening and hearing skills through appropriate amplification is offered through the use of the auditory approach. Professionals using this approach stress the functional potential of hearing impaired children through the use of a variety of auditory techniques (Regional Conference on The Auditory Approach, 1973; interviews with Griffiths, Horton, Stewart, Gantenbein, Ling, Northcott).

II. PROGRAM PHILOSOPHY: ACADEMIC, SOCIAL

Most programs continue to provide support services in the areas of speech, speechreading, and language as well as in other academic areas after integration has been initiated. According to the literature, prescriptive educational placement should be based on academic skill and social stability.

Whorton (1968) recommended that sensory deficits be classified in terms of psychological and educational handicaps inasmuch as the regular teacher may not recognize the educational implications of various degrees of hearing loss.

According to Bowling (1967) orientation of regular classroom teachers and hearing peers must be arranged so that they will be prepared to accept the hearing impaired child into the classroom.

Weinstein (1968) reported that years of experience with the deaf caused teachers to be aware that, in teaching deaf youngsters to speak, it is essential to have them intermingle with hearing children -- the earlier the better. Therefore, the primary goal of the specific school mentioned in this report was to help the hearing impaired child find his place in the normal everyday world.

According to a declaration made by the A.G. Bell Association (1968), the educational and social benefits are reciprocal between hearing and hearing impaired children. Hearing children have much to contribute in understanding and accepting someone who is different. The integrated hearing impaired child comes to a basic and vital understanding that his needs and feelings are very similar to those of hearing children.

Weiss (1968) concluded that the effects of integration are twofold in that hearing children become sensitized to hearing impaired children and learn to accept them; while at the same time, hearing impaired children acquire basic language experiences and socialization skills. Hearing children also learn skills for facilitating interaction, i.e., facing the hearing impaired child while speaking.

Weinstein (1968) observed that a benefit derived from integration is that deaf children become increasingly self-sufficient as they experience exposure to hearing classmates, and hearing children learn to accept the fact that some people are handicapped and that a person's disability is not the most important concern, but that human beings learn to live comfortably with individual differences.

In referring to the general social adjustment of all children within the peer group, Spidal and Sheridan (1972) concluded that children have the opportunity to test their strengths and weaknesses. They compare their values and attitudes with those of their friends, and ultimately structure a value system of their own. Therefore, the school can and must play a crucial role in providing the opportunity for this kind of interactive, interpersonal experience.

III. GUIDELINES FOR REGULAR CLASSROOM TEACHERS: MATERIAL, SUPPORT PERSONNEL, TECHNIQUES.

There are many teaching aids available to the regular teacher who has a hearing impaired child in her classroom; these include visuals such as films, books, transparencies, and charts. Support personnel also should be available such as the resource teacher or the special teacher who provides assistance in language and speech development. Teacher aides are sometimes employed to help with group activities, thus permitting the regular teacher to devote more time to individualized instruction (Bowling, 1967; Weiss, 1968).

In identifying hearing loss, environmental clues are very important indicators as to whether the hearing impaired child is comprehending what is happening in the environment. Many mildly hearing impaired children remain undetected and undiagnosed until an alert teacher identifies their problems. For example, Whorton (1966) emphasized that inattention and indifference are not common traits of a correctly-diagnosed and well-taught hearing impaired child. If the child appears to be inattentive, indifferent, or "lazy", the teacher should contact the special personnel on the staff to arrange for hearing tests and an evaluation of both the child and the learning situation.

Weinstein (1968) reported that in a school for the deaf in New York City, hearing children assist hearing impaired children by signaling the beginning and ending of activities. These "buddies" relay directions given by the teacher when necessary. Teachers in that program report that hearing impaired children appeared to follow directions effectively and seemed relaxed in the regular school.

Weinstein noted further that some deaf children relate to other children of their own age more readily than to adults. Therefore, there is a very natural flow of language among children. Some teachers report that hearing impaired children were less dependent upon authority figures for guidance, and that the children's adjustment to social situations was better than was the adjustment among those children whose classmates were all deaf.

IV. GUIDELINES FOR PARENTS: PERCEPTIONS OF EDUCATORS, PARENTS AND HEARING IMPAIRED STUDENTS

Reports of early infant education programs that focus attention on the child and his parents are found in the literature. Niemann (1972) described the Acoupedic program where parents are taught to assume the role of the child's primary model of communication. However, she indicated that they may need help from the specialists in effectively fulfilling their responsibilities.

Garrett and Stovell (1972) voiced the belief that the hearing impaired child's future education is the combined responsibility of both the parents and the educators; they must work together as a team. Many parents strive for the integration of their children into regular classrooms because it helps the children socially and educationally. The aspirations for their children are just as high as those held by a parent of a hearing child. Therefore, in order to cope with their concerns, parents should seek counseling as soon as they become aware of hearing impairments in their children.

Bowling (1968) and Weiss (1968) stated that involvement of the parents is a primary goal. They suggested that parents attend monthly "adult only" meetings, as well as come into the classroom to observe or to help with school activities. Later when children are in the primary grades, parents may be asked to attend conferences with the regular teacher to discuss progress and concerns.

Rosenthal (1966) emphasized that the parent plays a very important role in the early life of the child, and since the social adjustment is more difficult for a hearing impaired child, the parents must give special attention to this aspect of growth to help them overcome their frustrations. The child not only must cope with his own frustration but with the occasional frustrations of those with whom he interacts. Rosenthal's recommendations to parents of adolescent hearing impaired children are:

1. Do not assume that your child is always, or never at fault.

2. Acquaint others with the challenges of communication yet emphasize he is a child and a person like anyone else.

3. Whenever possible, prepare him for social situations so he will be more at ease.

4. Do not shield the child from new experiences. Teach him to be aware of his capabilities, and let him try.

5. Be as consistent and patient as possible in fulfilling the parental role.

It is well recognized that there are many factors which determine the success of integration programs. Many of them, as viewed by those who have served in various roles of integration, are termed successful because students flourish academically and socially to one degree or another. Truly, the final determiner of whether integration is successful or not is dependent upon what happens socially, academically, emotionally, and vocationally to the individual. Indeed, the hearing impaired students and their parents in any given educational program are the ones who, along with the educators and other appropriate specialists, should be able to evaluate strengths and weaknesses and determine the degree of success achieved.

Mrs. Constance Garrett (1972), the mother of a hearing impaired child who attends a private hearing school, suggested that the key to successful integration is that of early identification, early amplification, early education, and early parent counseling. The ultimate goal for her daughter, Linda, is to have the broadest possible options available as an adult -- academically, vocationally, and socially. Mrs. Garrett maintains that the best way for Linda to achieve this goal is for her to grow up with her hearing peers and to stay in the hearing world from the beginning (Garrett & Stovell, 1972).

Mrs. Nell Cole (1971), declared that the problem she and her husband had was in finding adequate services for their son, Paul. She said, "Some teachers wanted to work with him and others didn't. One teacher treated him as any other child in her class and he thrived." In retrospect, the Coles concluded that it becomes a delicate function of tolerance to help a child experience the satisfaction and security that all children need, yet at the same time, face squarely the reality of the handicap.

According to Mrs. Leah Stambler (1973), mother of two hearing impaired children, the use of the auditory approach is proving to be of inestimable value in the successful involvement of her children in mainstream education.

Successful cultural involvement is recounted by numerous hearing impaired individuals who participated in various programs of integration in the public schools. For example, Linda McArthur (1967), expressed the strong desire to be like others and to be able to compete. She found that the process of growing in social experience involves participating in a variety of groups within society, each adding a new experience and each building more self-sufficiency. Miss McArthur gives credit for her successful involvement to her skill of lipreading, her use of her residual hearing through her hearing aid, and her use of speech along with the help of her parents in learning self-sufficiency.

Charles Sullivan (1967), who was deafened at age 12, indicated that attendance in a regular public school was critical in his achievement of success. At first, he was sent to a state school for the deaf; however, he ultimately withdrew from the institution and returned home where he attended public school with no special program or teacher. He stated that he lives and works completely in a hearing environment. He said, "If you can make yourself understood, if you can understand others, you need not limit the horizons of your life to a closed little world. No one achieves happiness or success without effort."

The survey of the literature indicated that many students who participated in regular schools are now in college or are successfully employed in the world of work. Some of these young people are broadening their educational, vocational, and professional horizons in such areas as psychology, science, dentistry, accounting, business, etc. through further education in universities and junior colleges across the country (The Volta Review, "Report of Graduates," 1973).

Additional contributions to the literature on integration were also made by Scheeline (1971), Niemann (1972), and Suffridge (1973).

The most recent literature which attends to the various dimensions of integration is the book The Hearing Impaired Child in A Regular Classroom: Preschool, Elementary, and Secondary Years, edited by Winifred H. Northcott (1973). It is a most comprehensive publication whose contributors are experienced professionals, parents, and deaf individuals who are directly involved in the dynamics of the integration process (diagnosis, programing, evaluation).

CONCLUSION

Numerous approaches to the integration of the hearing impaired into public schools are reported in the literature. Although descriptive terminology and the degree and time of integration differ from program to program, the rationale supporting the integration concept is common to all. It provides the opportunity for children to become more accepting of one another, and supplies a learning environment which is conducive to the meaningful growth and development of each child.

The survey notes some practices which have characteristics common to many successful integration programs. The essential components include appropriate orientation, preparation, and commitment of school administrators, regular classroom teachers and support personnel, parents, and hearing peers to the philosophy of integration.

Additionally, there is agreement that the diagnostic process (tentative, continuous, and reversible) be based on the early identification of hearing impairment and the development of listening skills through early amplification which requires appropriate and consistent use of the hearing aid.

Thus, the review of the literature does illustrate that the progressive inclusion of the hearing impaired in regular school programs is being implemented at every educational level. Professionals are in agreement that the integration process may have benefical effects on hearing peers as well as on the hearing impaired through conscientious and skillful orientation, implementation, followup, and evaluation; followed by appropriate program modifications.

By interfacing educational programs with the many strengths provided by the interdisciplinary team as described in the literature, educational, social and cultural excellence is, indeed, attainable for the hearing impaired.

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REVIEW OF THE LITERATURE ON VOLUNTEERS

The single most valuable and comprehensive source work on the need for, the advantage of, and the possibilities for volunteers in education is to be found in a pamphlet issued by the Department of Health, Education, and Welfare. Entitled ABC'S A Handbook for Educational Volunteer Programs, the pamphlet gives comprehensive information on the conditions which are necessary for and prerequisite to the initiation, actualization, training, and evaluation of volunteers in education. The great value of this handbook is that it considers broad philosophical, psychological, and social factors which are important to the understanding and appreciation of volunteers. It offers sensible, realistic, and practical recommendations for the organization, administration, recruitment, interviewing, orientation and training of volunteers. The section on administration, training, and maintaining volunteer morale are particularly cogent. Additional articles dealing with volunteer services in education are authored by J. C. Fleming (1969), Hamrick (1970), Harris (1972), and Sleisenger (1965).

Of the articles, books, and pamphlets surveyed, the majority considered volunteer services, planning and coordinating on a general level in relationship to social service agencies, state mental hospitals, etc. Very little information was found on a definitive level which would facilitate the training of volunteer tutors to work with severe exceptionalities. Two articles (Blessing, 1967; Harris, 1971) describe operating volunteer-tutor programs with the hearing impaired. However, these articles do not contain information about training procedures. Several articles dealt with the need for volunteer and para-professional services in special education, arguing that such services would free the trained teachers for more crucial work and provide for more individual attention (Blessing, 1967; Foster, 1964; Hamrick, 1970; Sleisenger, 1965; Volunteers in Education, 1970).

Information referring to tutoring guides was also surveyed. Those articles considered the use and training of adult or student tutors within a volunteer framework with "slow" or culturally deprived children in the regular classes, particularly problem readers (J. C. Fleming, 1969; Hamrick, 1970; Rauch, 1969; Volunteers in Education: Materials for Volunteer Programs and the Volunteer, 1970). Almost without exception, the articles that were reviewed contain recommendations of procedures to be used in locating, selecting, training, and administering volunteers within various types of organized volunteer service programs.

Articles which deal specifically with the location and selection of potential volunteers are authored by: Blessing, 1967; Harris, 1971; Foster, 1964; McCreech, 1971; Royfe, 1960; Solomon; Stenzel and Feeney, 1968; Being a Trained Volunteer in Nursing

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Homes and Homes for the Aged, 1963; California Department of Mental Hygiene, 1966; Guideline, 1964; Mobilization on Non-Poor Volunteers in Community Action, 1969; Volunteer Coordinator Guide, 1969; What Every Agency Should Know About Volunteers; Workers Without Pay Who Pay Off; Wyman, 1969).

It was generally suggested that local existing service organizations are the most likely potential sources of volunteers. It is crucial that volunteers be recruited to perform specified functions within the organization. This enables the volunteer coordinator to recruit only as many volunteers as can be effectively used, and in addition, it allows the potential volunteer to know what is to be expected of him in his volunteer capacity. An effective volunteer service program does not recruit volunteers and then create things for them to do. In addition, volunteers should not be selected solely on the basis of their expressed interest. The volunteer coordinator must be able to assess the potential volunteer's interest, ability, maturity, and stability; to make judgments on those factors; and to screen out anyone he finds lacking these specific skills. It is important that volunteers be well trained for their roles within the organization, and that they be thoroughly acquainted with the functioning of the organization as a whole.

Those articles which contain descriptions of or suggestions for volunteer training procedures are authored by: Blessing, 1967; Foster, 1964; Hamrick, 1970; Klebaner, 1967; McCreech, 1971; Martin, 1955; Solomon; Stenzel and Feeney, 1968; Being a Trained Volunteer in Nursing Homes and Homes for the Aged; Clearinghouse Portfolio No. Five-College Involvement of Volunteer Administrators, 1971; Clearinghouse Portfolio No. Ten-College Involvement of Volunteer Administrators, 1971; Guidelines, 1964; Mobilization on Non-Poor Volunteers in Community Action, 1969; Planning for Volunteers in Community Service Programs, 1965; Volunteer Coordinator Guide; Volunteers in Education, 1970; What Every Agency Should Know About Volunteers; Workers Without Pay Who Pay Off).

Several articles suggest that some time be spent on observation and orientation before volunteers are actually permitted to participate in a program. This gives them the confidence of knowing how things are done and helps them feel comfortable in an environment which may be unfamiliar. Volunteers must receive thorough training, either in a formalized setting or on the job, for the tasks which they will be expected to do.

Articles which contain material devoted to the efficient organization and administration of volunteer services are authored by: Brink, 1961; Harris, 1971; Klebaner, 1967; McCreech, 1971; Ripley, 1962; Solomon; Steffy and Hough, 1968; Wyman, 1969; Guidelines, 1964; Mobilization on Non-Poor Volunteers in Community Action, 1969; Planning for Volunteers in Community Service Programs, 1965; Volunteer Administration IV, 1970; Volunteer Coordinator Guide; What Every Agency Should Know About Volunteers; Workers Without Pay Who Pay Off).

CONCLUSION

The utilization of volunteers provides a unique opportunity for assistance to professionals and other persons needing help with specific tasks. However, care must be exercised in providing the most competent services possible for children and adults. Competency must never be sacrificed for expediency. By utilizing the sources listed in this review, the potential advantages and usefulness of volunteer programs may be enhanced.

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APPENDIX E

TABLE 3: DESCRIPTION OF PROGRAMS VISITED BY PROJECT STAFF

Program Visited	Type of Program					Communication Method			Description of Population & Number of Interviews						
	Residential	Day School	Special Class	Itinerant	Resource Room	Oral	Total Communication	Two Track System	Deaf Students	Hearing Peers	Regular Classroom Teachers	Administrators	Trained Teachers of the Deaf	Supportive Personnel	Parents of Deaf Students
✓ Bellevue School District Bellevue, Washington			X		X	X			3	6	2	1	3	1	0
✓ Shoreline School District Seattle, Washington			X		X	X			0	0	0	1	2	1	0
Seattle School District Seattle, Washington			X		X	X			2	2	1	1	1	0	0
Kent School District Kent, Washington			X				X		1	0	0	0	2	0	0
Tucker-Maxon School Portland, Oregon		X				X			0	0	0	1	0	0	0
Portland Regional Facility Portland, Oregon			X	X		X			0	0	0	1	11	0	0
✓ Washington County Schools Hillsboro, Oregon				X		X			0	0	0	1	0	2	0
Oregon School for the Deaf Salem, Oregon	X							X	0	0	0	1	0	0	0
✓ Oral Education Center Los Angeles, California		X				X			4	0	0	1	5	0	2
✓ Oralingua School Whittier, California		X				X			4	0	1	2	3	0	2
Anaheim School District Anaheim, California			X		X		X		1	0	1	1	1	0	0
Alhambra School District Alhambra, California			X		X			X	3	5	1	1	3	0	0
Centralia School District Buena Park, California			X		X			X	8	0	0	3	4	2	0
James Madison School Santa Ana, California			X				X		0	0	0	1	2	0	1
Jersey Street School Santa Fe Springs, Calif.					X	X			0	2	2	0	1	0	0
Garden Grove School Dist. Garden Grove, California			X		X	X			2	5	3	1	2	0	0
Calif. School for the Deaf Riverside, California	X						X		4	0	0	1	2	0	0
San Bernardino County San Bernardino, California			X	X	X	X			5	0	1	1	4	0	0
Salt Lake School District Salt Lake City, Utah				X		X			2	5	2	2	0	0	1
Granite School District Salt Lake City, Utah				X	X	X			1	5	1	1	0	4	2
Jordan School District Salt Lake City, Utah				X	X	X			2	2	0	2	0	4	3
Utah School for the Deaf Ogden, Utah	X		X					X	5	0	0	2	6	1	5
USD-Extension Salt Lake City, Utah			X		X			X	2	0	0	1	5	0	8
Totals	3	3	13	6	11	14	4	5	41	32	15	24	53	13	24

APPENDIX F

PROJECT NEED

Facilitating the Integration of Hearing
Impaired Children into Regular
Public School Classes

INTEGRATION OF THE HEARING IMPAIRED: EDUCATIONAL ISSUES

EXPLORATORY SEMINARS ON INTEGRATING HEARING IMPAIRED CHILDREN INTO REGULAR PUBLIC SCHOOL CLASSES

January, 1973

by

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TO THE MANY THOUGHTFUL AND COOPERATIVE PEOPLE THROUGHOUT
THE NATION WITHOUT WHOSE INPUT
SUCH AN UNDERTAKING
WOULD HAVE BEEN
IMPOSSIBLE

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Project NEED, University of Utah
Bitter/Johnston

EXPLORATORY SEMINARS ON INTEGRATING HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSES

Purpose of the Analysis

The purpose of the subsequent analysis is fourfold:

(1) To allow the staff of Project NEED to delineate and quantify the dynamic characteristics of integration as perceived by many who are currently involved.
(2) To use this information as a data base which will enable the staff of Project NEED to maximize the impact of the overall project goal; i.e. to facilitate the integration of hearing impaired children into regular school classes.
(3) To disseminate the information derived from this field survey in a usable and practical form to those persons who express a need for the information, who are currently involved in integration, or who wish to provide this service to hearing impaired students in their geographic area.
(4) To organize, collate and interpret this data for the purpose of incorporating it within a formalized information package (including teacher and peer orientation materials) which shall be of benefit to those professionals in the field who are concerned with and interested in improving existing service or in implementing new programs.

Seminars

The project staff hypothesized that one effective way to both obtain the information needed and maximize communication among professionals in the field was to hold a series of ten regional seminars on integration throughout the United States.

These regional seminars were held in centrally located cities which were most easily accessible to the majority of potential participants. Potential participants were identified through a variety of methods, the primary criteria being their current or past involvement with integration of hearing impaired children into regular classes. Most participants were recommended to the staff by the regional coordinators who were more familiar with programs in their regions than was the staff.

An attempt was made at securing adequate representation for varying points of view and varying approaches to the subject. However, because the primary goal was to gather rather than to disseminate information, the primary qualification for participating was a basic knowledge of and experience with integration.

Question Forms

It was anticipated that the staff would encounter difficulty in taking notes at these seminars and that without appropriate guidelines, the participants might tend to loose sight of the planned topics. For these reasons, a list of appropriate questions was distributed to each potential participant along with suggestions on how to organize his thoughts according to the stated guidelines. These question forms were mailed in advance, and it was explained that they would be collected after each meeting. (A copy of the directions and guidelines appears in Appendix A.) The data which appears in this paper is a compilation of the responses handed in at the conclusion of each seminar or mailed in by seminar participants. It was not the intent of the project staff that the consequent information be construed as hard data but rather as primarily descriptive and explanatory in nature. Hopefully, it will be read and used as a guide in appraising individual integration programs. The quantification of the results as described in this paper is not intended to be prescriptive, nor does the project staff advocate any one policy or system over another. As in many other fields of endeavor, the most positive approach is that which can be customized to meet the individual needs of the system.

One hundred ninety-two invitations and question forms were mailed out to potential participants in advance of the regional seminars. A total of one hundred nineteen people attended the seminars. The final summary of how the question forms were obtained is as follows:

Seventy-seven forms were collected from seminar participants at the time of the meeting.

Twenty-three forms were mailed after the seminars.

One hundred forms actually included in the analysis.

The participants were representative of the following kinds of professional categories:

Coordinators, supervisors, or consultants at the county or district level of hearing impaired programs	29
Resource, itinerant, hearing clinicians (teachers involved in support services to integrated children)	11
Administrators, directors, or principals of private deaf schools or day schools for the deaf	12

Teachers of the hearing impaired in the public system in self-contained classes	22
Teachers of the hearing impaired employed in private schools or day schools for the deaf (residential)	13
Other Professionals	
state consultants	3
teacher trainers	5
deaf adults	3
parent organization representatives*	2
TOTAL	100

Method Used to Develop Conceptual Framework

The quantitative analyses were made in the following ways:

(1) A project staff member who had not attended the regional seminars and who had no personal contact with the respondents did the initial tabulations.

(2) The responses to each question were considered separately. The staff member recorded all responses to a given question separately on a master sheet. At the completion of the analysis of each question, a master had been produced which as accurately as possible reflected the range of different responses and the number of times each particular response had been mentioned.

(3) A master list was then typed with the tabulations listed to the left side of each separate response. The typed sheets were then cut up in such a way that each strip contained a response and the number of times it was mentioned.

(4) The responses were then organized into a conceptual framework by another staff member who had attended the seminars, but did not know which response belonged to which respondent. It was felt that these conceptual groupings would give a more realistic picture of which problem areas, solutions, criteria, etc. were of most importance (reflected numerically) to those professionals who responded to the questions, and who are really representative of those who are intimately involved in the integration of the hearing impaired. In addition, it was felt that the grouping of the responses of the participants by a person who had not actually categorized the data, but who had attended all of the seminars would be an accurate and objective method. When a particular response did not readily fit into one or another conceptual category, this response was analyzed

---

* Approximately 15% of the respondents had either deaf parents or had deaf children.

by both staff members, and they decided together the category to which it best applied.

(5) Finally, a separate data sheet for each question was devised which reflects a problemat grouping and the numbers and percentages applied to each category. A narrative is supplied for each data sheet, the intent of which is to give the reader a simple and clear picture of what the percentages imply and the actual content of the responses compiled within.

Explanation of Figures

As stated above, each of the 19 questions was analyzed separately. The responses for each question were organized into a conceptual framework.

Although 100 respondents' forms were analyzed in the survey, it was found that none of these forms were entirely complete. Therefore, for clarity, the number of people answering any one question is stated at the bottom of the figure illustrating that question. For example, Figure 1 (p. 6) shows a total of 76 respondents. This indicates that 24 people did not answer that question (No Response N = 24). In this manner, respondents per question plus the number of "No Response" equal 100 in each case.

However, in many cases, a single respondent gave several responses to a question, thereby making it necessary to show the total number of responses (Figure 1, p. 6 Responses N = 363). This explains the method by which responses were counted.

Percentages were calculated on the basis of the total number of responses.

The reader will also note numerical references intersperced throughout the text of this report. These references show the subcategories into which the responses in each major category fit. For example, on page 5, 125 responses were included in "Lack of Knowledge." The 125 responses were then sub-grouped as indicated on the right side of the reference.

RESULTS

QUESTION 1: LIST AND BRIEFLY DESCRIBE WHAT YOU CONSIDER TO BE THE MAJOR PROBLEMS OF INTEGRATION IN YOUR PROGRAM (Figure I, p. 6)

Lack of Knowledge: three hundred sixty-three separate problems were stated.

Lack of knowledge on the part of teachers, parents, and peers was cited in 34% (125) of the total responses. Of these, 89 referred directly to teachers. Forty respondents discussed unreal expectations on the part of the teacher, their difficulty with social acceptance of hearing impaired children, their tendency to either pamper or over-indulge the special child, and in general, their belief in stereotyped conceptions about hearing impairments. All of these factors caused teachers to be reticent in accepting the hearing impaired child into the regular classroom. Forty-two responses dealt with problems relating to teacher education programs in which training often leaves regular teachers unprepared to handle exceptional children and also the lack of preparation for those involved in the integration process (particularly orientation material for regular classroom teachers), lack of inservice training, and the difficulties of individualizing regular classroom instruction or adapting regular teaching strategies which would maximize the effectiveness of instruction for hearing impaired children. Six responses dealt directly with fear on the part of teachers to accept a hearing impaired child not only because of their fears of failure to cope, but because already over-crowded classes made it difficult to accept an extra child.

Lack of knowledge on the part of parents accounted for 26 of the 125 responses to this question. Ten of these responses commented on parent pressure to integrate children too soon or at a grade level with which he could not cope. These comments were nearly balanced (9 responses) by the reverse problem: that of lack of follow-up or support from parents who had children in integrated programs. The other seven responses dealt with lack of realistic expectations on the part of parents, their tendency to relinquish their responsibility for their child's education, or their fear of putting their hearing impaired child in an integrated program.

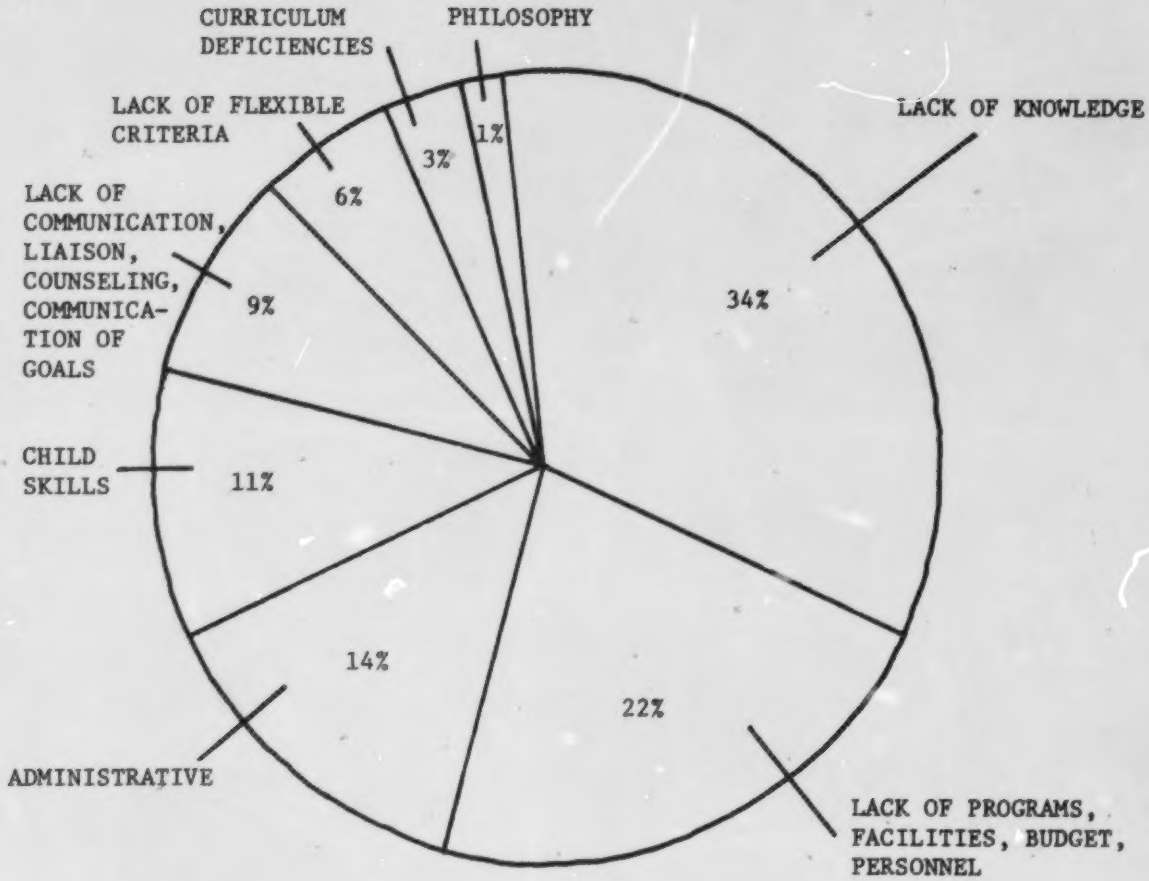
Peers were mentioned in 10 responses of the 125 which included a tendency on the part of the peers to "talk above" their hearing impaired friends, or to over-protect them. Also mentioned was the difficulty hearing impaired children have in developing reciprocal peer relationships when leaving the self-contained class where individual attention and teacher-child interaction were more frequent. A summary of the foregoing analysis is as follows:

Lack of Knowledge - 125
- Teacher - 89
- Parent - 26
- Peer - 10

Lack of Programs, Facilities, Budget, Personnel: this category accounted for 14% (51) of the total responses.

Of these, the single largest category (33 responses) dealt with

LIST AND BRIEFLY DESCRIBE WHAT YOU CONSIDER TO BE THE MAJOR PROBLEMS OF INTEGRATION IN YOUR PROGRAM



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RESPONSES N = 363
RESPONDENTS N = 76
NO RESPONSE N = 24

FIGURE I

an overall lack of qualified personnel to both administer and continually evaluate integrated programs (this includes a lack of speech therapists, itinerant teachers, tutors, supervisors, people trained to handle multiple handicaps, and liaison personnel between the special and regular programs). The next largest category (27 responses) dealt with problems involved in large class loads, or itinerant teachers' caseloads. The remaining responses were evenly distributed between lack of funds which render integrated programs less able to financially tolerate the needs for specialized equipment; and the difficulty in finding programs with the kind of quality curriculum, vocational services, or flexibility to adequately provide for hearing impaired children, were they to be integrated. This category was broken into the following areas:

- Lack of Programs, Facilities, Budget, Personnel - 80
  - Lack of Equipment - 6
  - Lack of Funds - 10
  - Large Caseload - 27
  - Lack of Personnel - 33
  - Lack of Programs - 4

Administrative Problems: this category accounted for 14% (51) of the total responses.

Of these, scheduling difficulties for support personnel and transportation problems accounted for 27 responses. Scheduling the program of the integrated child to include various support services and getting him to and from different schools result in a decrease of the usable time in class. Seventeen respondents referred to lack of centralized supervision of integrated programs resulting in confusion in planning and implementing of programs, with subsequent confusion as to accountability regarding the grading or evaluation of integrated children; lack of adequate liaison between districts; and administrations which have the power to recommend but not to require integration. The remaining seven responses were concerned directly with the financial, educational, and legal confusion resulting from attempts to cross district or county lines for integration purposes. This refers to instances where the child is being integrated from a private deaf school or day school but does not live in the state or county of the receiving school. Administrative areas were as follows:

- Administrative - 51
  - Planning - 13
  - Responsibility - 2
  - Schedules - 33
  - Communication - 3

Child Skills: it was surprising that deficiencies on the part of hearing impaired children accounted for only 11% (40 responses).

Of these, only six references were made to insufficient aural-oral skills as being a problem in integration. It is felt that this is perhaps an underestimation and that many respondents did not mention this as a problem simply because it was too obvious. However, 17 responses commented on academic deficiency, including poor reading or language skills (vocabulary), discrepancies between CA and MA, or the need for specialized instruction or tutoring to keep the children performing satisfactorily. Eighteen references dealt with inadequate social skills, immaturity, and poor self-concept, which could contribute to behavior, attitude, and discipline problems of some integrated hearing impaired children. Child skills were divided as follows:

Child Skills - 40
- Aural-oral - 6
- Academic - 17
- Self-concept - 5
- Social maturity - 12

Lack of Communication, Liaison, Counseling: problems in this area accounted for 9% (33) of the total and covered a broad range of consideration.

Of the total 33 responses, 11 dealt directly with liaison and communication problems between the regular and support personnel. Fourteen respondents commented on the reticence of mainstream educators to become more flexible as to scheduling, curriculum modification, or a lack of realization on the part of school administrators, parents, and the general public of the potential for habilitation through integration. The respondents stated that this causes professionals to work at cross-purposes or create unnecessary attitudinal obstacles. This category includes the inability of liaison personnel to effectively motivate administrators and faculty regarding integration.

Lack of Flexible Criteria, Testing, and Follow-up: problems in this area accounted for 6% (19) of the total.

Eleven responses dealt with the lack of monitoring and on-going evaluation criteria to test for "success" in integration. Five responses dealt with problems as related to criteria for admission or termination of a child in integrated programs. Three responses indicated a lack of an "easing-in" procedure and the need for trial integration.

Lack of Flexible Criteria - 19
- Placement - 5
- Follow-up - 11
- "Easing-in" - 3

Curriculum Deficiencies: curriculum deficiencies accounted for 3% (11) of the total.

Of these, six related to the difficulties that integrated children and their teachers have in covering basic curriculum subjects, remedial subjects, or academic problems, and still finding the time necessary to keep up work on language development, speechreading, and auditory training. Reference was made to a tendency for speech therapists to over-emphasize enunciation with hearing impaired children at the expense of language experience, lack of support materials (media, books, etc.) to use with the hearing impaired, and the need to develop more individualized programs in secondary education which would meet with the hearing impaired students' aptitudes and needs regarding vocational or technical career classes.

Philosophy: (Responses grouped under PHILOSOPHY generally represent attitudes which either do not coincide with the general philosophy of integration, do not indicate a commitment to the concept of integration, or may not be considered valid criteria by others working toward integration.) Problems in philosophical orientation accounted for only 1% (4) of the total.

Two references were made to the use of manualism as being a problem in integration. One respondent indicated that state residential facilities do not lend themselves to integration, and another stated that integration is not a viable alternative for older students who are severely retarded academically.

QUESTION 2 & 3: DISCUSS EACH PROBLEM IN RELATIONSHIP TO SOLUTIONS AND STRATEGIES ATTEMPTED WITHIN YOUR FACILITIES, (QUESTION 3) OR OTHER POSSIBLE VIABLE SOLUTIONS FOR EACH PROBLEM WHICH HAS AS YET NOT BEEN TRIED WITHIN YOUR PROGRAM (Figure 2, p. 11; Figure 3, p. 12)

(As it was noted by project staff that current strategies in use and other possibly viable strategies overlapped to a great extent, the analyses have been grouped so that a percentage incidence would be apparent between strategies being tried or those being considered viable but not in use.) In the narrative, numbers in parentheses refer to first, the "possible" column; and second, the "in-use" column.

Expand Knowledge: strategies used to expand knowledge on the part of teachers, parents, and peers accounted for 27% of the "possible" strategies, and 32% of the strategies "in-use."

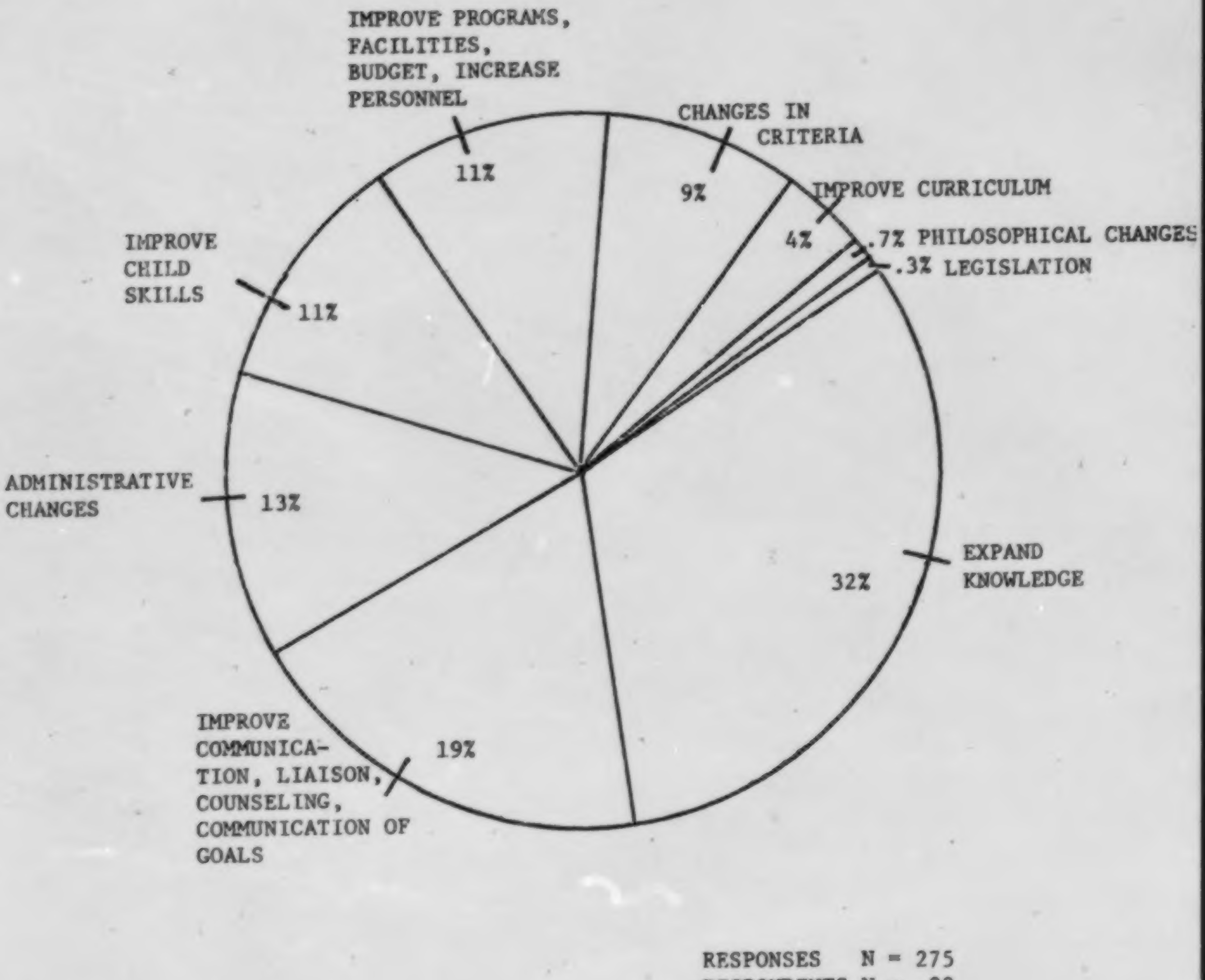
A total of 143 responses were tabulated in this category all together. Of these, 71 responses (29 possible/ 42 in-use) dealt directly with inservice training or orientation to teachers and administrators, as well as ancillary personnel in formats which ranged from full-scale workshops to individual child-centered conferences between teachers of the hearing impaired and regular classroom teachers. Also included were suggestions for inservice training for ancillary personnel which would focus on the needs of hearing impaired children and the use of special equipment and material necessary; and also superintendent level inservice training which would focus on justification for financial support and for lowered teacher-pupil ratio. Also cited was the use of visual presentations for faculty to explain the problems involved with hearing loss.

Frequently mentioned suggestions were to invite teachers and administrators to the special class or school as part of orientation; and that the person who initiates integration should have devised some sort of information package which contained vital information about deafness, seating arrangements, etc. A total of 14 references (8/6) were made to generally up-dating teacher education in order to increase the number of teachers who were qualified in both deaf and elementary education; increase teacher competency in both language development and psychological development in all children; or devise a training program for tutors of the hearing impaired. Another method of training teachers is to locate the hearing impaired program in lab-school where integration was a matter of course. By centralizing hearing impaired children within one school, tutorial and consultant services can be done by fewer people.

Strategies used to increase the willingness of teachers to accept hearing impaired children in their classrooms accounted for 20 responses (9/11). These included suggestions to reimburse teachers or give credit to them for attending inservice sessions; handpicking teachers who have displayed a willingness or dedication to integrate the hearing impaired; publicizing the success of teachers who have had hearing impaired children in their classroom; or continuing

DISCUSS EACH PROBLEM IN RELATIONSHIP TO SOLUTIONS AND

STRATEGIES ATTEMPTED WITHIN YOUR FACILITY



RESPONSES N = 275
RESPONDENTS N = 90
NO RESPONSE GIVEN N = 10

FIGURE 2

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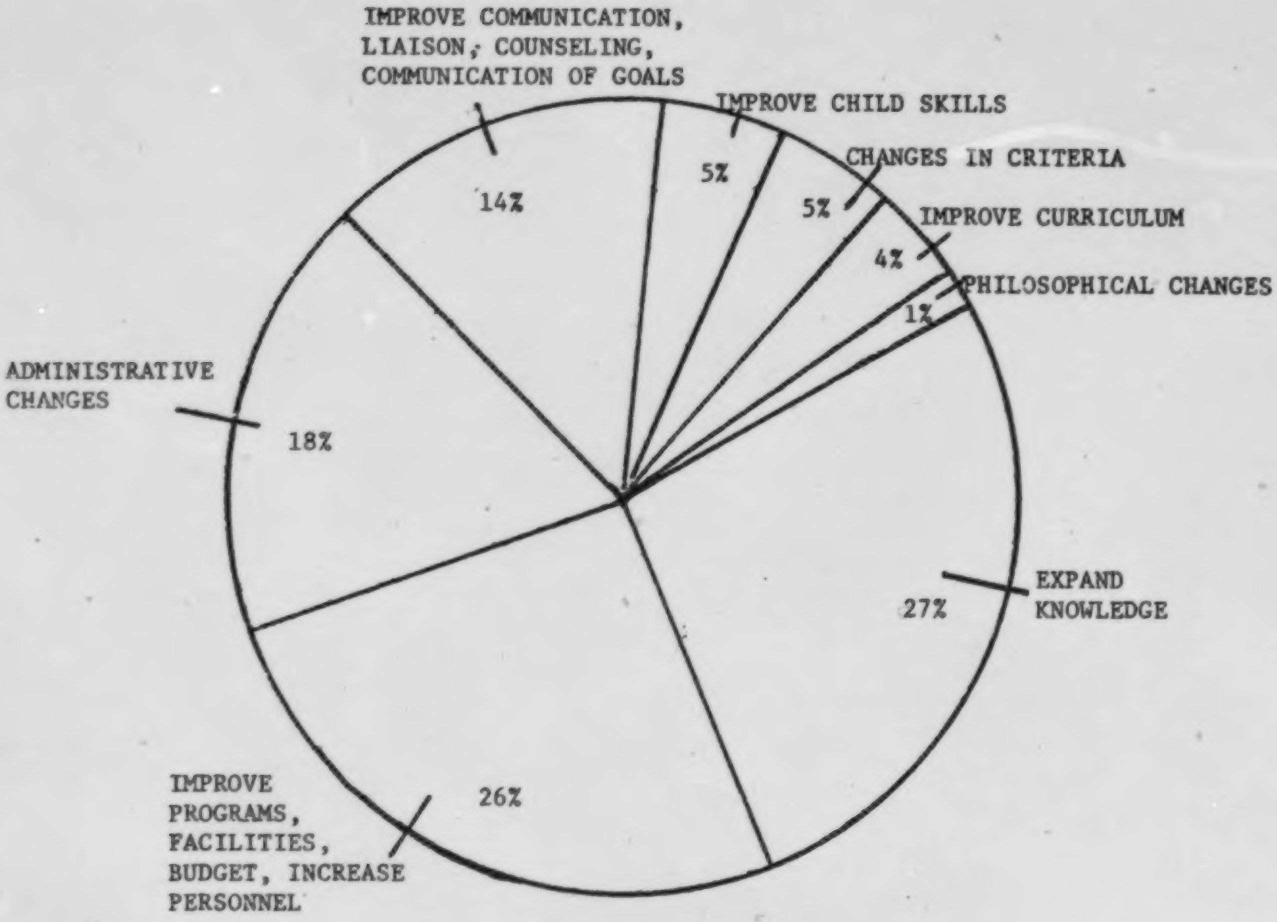
DISCUSS OTHER POSSIBLE VIABLE SOLUTIONS FOR EACH PROBLEM WHICH HAS AS YET NOT BEEN TRIED WITHIN YOUR PROGRAM



RESPONSES N = 199
RESPONDENTS N = 83
NO RESPONSE GIVEN N = 17

FIGURE 3

integration programs in the same school over a period of time to build a cumulative atmosphere of acceptance.

In the category dealing with the expansion of knowledge, a total of 13 responses (4/9) were recorded involving peers. These suggestions included having parents of hearing impaired children invite hearing children to come to their homes to get acquainted. Another method of encouraging interaction among children is through visitations by regular classes to a facility for the hearing impaired so that the children have some idea of the educational procedures used with those children. Also mentioned were efforts to develop group interaction skills among the hearing impaired in order for them to become less dependent upon teachers for information and the practice of teachers sponsoring rap sessions with both hearing impaired children and their peers.

Suggestions for expanding the knowledge of parents accounted for 28 responses (7/21). The most frequently mentioned strategy in use was to have a parent counselor develop positive family dynamics either as part of parent/teacher conferences or through another agency. Enlisting parent aid in the classroom was mentioned several times as a useful strategy. In general, the need was felt for more parental involvement in both school-based activities and in parent groups.

Expand Knowledge - 54/89
Teacher - 43/59
Parent - 7/21
Peer - 4/9

Improve Programs, Facilities, Budget, Increase Personnel: suggestions in this area accounted for a total of 83 (53/30) responses (26% of the "possible" category and 11% of those "in-use").

In the area of personnel problems, the most frequent suggestion both "in-use" and "possible" was the hiring of personnel skilled in consultant services which are in short supply in many systems such as itinerant teachers, resource teachers, and academic tutors. A frequently mentioned solution not as dependent upon increased funding was the training of present speech therapists and itinerant or resource personnel already on the payroll as hearing clinicians.

All suggestions to increase funds were listed as "possible" solutions, but none were cited as currently "in-use." Suggestions for "possible" strategies included providing financial support to receiving schools on a per capita basis, and insuring that funding for integrated hearing impaired children be consistent with that for other handicapping conditions.

Heavy caseloads emerged as a significant problem in integration. Suggestions to alleviate this problem (17/9) covered both the hiring of extra personnel and/or the use of volunteers (including parents) in classes with hearing impaired children and decreasing the load of elementary or resource personnel to give them more time with individual children. The most frequent suggestion (9/2) was to decrease the size of classes where hearing impaired children are enrolled.

In the area of program improvement, 9 respondents (6/3) suggested placing all education of the hearing impaired either within or attached to established regular schools.

In the area of equipment, the most frequently suggested strategy was that of increasing awareness of regular teachers concerning hearing aids, ambient noises, and possible media adaptations. One respondent suggested equipping classrooms with a wireless microphone system. This category was organized into five subcategories:

Improve Programs, Facilities, Budget, Increase Personnel - 53/30

- Equipment - 3/4
- Funds - 4/0
- Caseload - 17/9
- Personnel - 23/14
- Programs - 6/3

Improve Communication, Liaison, Counseling, and Communication of Goals: suggestions in this area accounted for 80 (27/53) responses (14% of the "possible" category and 19% of the "in-use" category)

Twenty-five (12/13) references were made to overall public relation skills as necessary in creating a positive image of integration through public education, increased communication between professionals in the area of the hearing impaired to develop program mobility and monitoring, and closer contact between districts. The resource or itinerant representative who actually introduces or lays the groundwork for integration also has the responsibility of assuring teachers whom he approaches that he intends to help with the integration process - and then does. Temperance and praise on the part of the resource personnel to develop involvement of all personnel in a given school and in fostering rapport between special and regular faculty was seen as paramount. Nine responses indicated a need for pre-planning and pre-placement consultation before integration is attempted to assure administrative cooperation, particularly among supervisors and principals of the programs involved.

The largest single group of strategies in this category h[illegible] to do with facilitating communication between the regular class teacher and the special teacher or support personnel. A total of 27 responses (4/23) focused on the need for regular teachers to confer with special teachers on a constant, planned, formal basis for communication, planning, monitoring, and evaluating the integrated child. Other suggestions included team teaching (5/5) as a viable solution; giving released time as incentive to teachers who accept hearing impaired children which would allow them time to consult, work on curriculum changes, etc. Some programs have supplied aides or volunteers to sit in on a teacher's class to allow her consultation time with support personnel or visiting time which permits the teacher to regularly visit programs for the hearing impaired. Such techniques as using mimeographed lists of class assignments supplied to all personnel working with a given child have been found helpful in providing continuity in the educational program. Resource teachers may also be encouraged to develop alternate ways of communicating with the regular teachers to decrease contact time, such as using recorded cassettes, written letters or memos.

Administrative Changes: administrative improvement accounted for 70 responses (35/35) (18% of the "possible" category and 18% of the "in-use" category).

The most frequently mentioned suggestion in this area of planning was to centralize the supervisory functions of resource teachers (7/11) and/or to provide for some sort of integration officer to be employed in the public system. In general, it was felt that state or district level intervention in the areas of program development, child placement practices, recruitment, and public information would be helpful.

Suggestions as to the most effective dispersal of educational responsibilities among personnel in integrated programs were most numerous (16/26) and in many cases, contradictory. The most frequently mentioned strategy (7/9) was to have the teacher counselor or resource person tutor other children besides the hearing impaired whenever possible. This kind of reverse or cross-integration is said to be effective for improving public relations, reducing class load, and increasing integration and interchange of special/regular students. In addition, four respondents expressed the idea that the resource person or speech therapist should focus on language development, expressive and receptive language skills, and auditory training as opposed to devoting time to academic subjects. Seven responses (2/5) indicated the desirability of having the special class teacher share in all school duties and functions. Six respondents commented on the effectiveness of using some sort of buddy system or aide in the classroom for tutorial services. One respondent suggested that the teacher of the deaf take the responsibility for grading, while another recommended that hearing impaired children should be on attendance rolls in the regular classroom with the resource teacher giving specific help only in problem areas. A total of 5 (2/3) responses indicated the need for clearly delineated descriptions of responsibilities and roles of those in the integration process before integration is attempted.

In regard to communication and liaison, 5 (2/3) respondents felt that integration should be made an official part of school policy. One respondent felt the need for a supervisor of integrated programming whose responsibility it is to maintain liaison between districts and teacher training programs. Two responses indicated a need for state financial support to aid in the integration of out-of-county children whereby the state department of education would reimburse the district for the child's education.

Suggestions which were directed toward alleviating scheduling difficulties between personnel and the problems of transportation were as follows:

(1) Have itinerant teachers who serve only those who need help in order to remain in the regular classroom placed centrally, and bus students to that location for remedial work; or on the other hand, increase pay or travel expense allowances for itinerant personnel to compensate for the additional work load.
(2) Enlist parents for transportation service, or establish central shuttle bus stops for the children (2/2).
(3) Seek foster home placement for the child nearer the receiving school in cases where great distance is involved.

Subcategories of administrative changes are:

Administrative Changes - 35/35
- Planning - 11/1
- Responsibility - 16/26
- Schedules - 4/4
- Communication - 4/4

Improve Child Skills: solutions and strategies in the category of child skills accounted for 5% of the "possible," and 11% of the "in-use" - a total of 39 responses.

Fourteen responses (6/8) indicated that placing the child in a classroom with either a close hearing friend, or assigning him a "buddy" significantly reduces problems in classroom communication (aural-oral). Two respondents felt that the only viable solution to the problem would be to improve the quality of instruction at an early age to such an extent that the child would develop aural-oral skills to the point that he would be able to function without help in this area. Suggestions for improving academic skills included tape recording lectures and discussions and transcribing them later for hearing impaired students; scheduling the hearing impaired student with "special help" time for work on spelling and reading; generally improving work and study habits with resource help; or having the teacher of the hearing impaired give practice tests before the child takes them in the regular class.

Suggestions directed toward improving the social maturity of hearing impaired students were most numerous (2/14). These included arranging contact with hearing peers very early; having the therapist form social groups; increasing the self-responsibility of the hearing impaired child by having him monitor his own assignment or filling out task cards; insuring that residential students have systematic peer contact (social integration); providing individual counseling for hearing impaired students; keeping down the number of hearing impaired children in any one class; and increasing efforts to involve special students in extracurricular activities.

In regard to self-concept, two respondents felt it was very important to constantly monitor and evaluate the integrated child's attitude about himself and his peer relations and to encourage him to excel in areas of special talent. The aforementioned skills were subdivided as follows:

Improve Child Skills - 10/29
- Aural-oral - 7/9
- Academic - 1/4
- Self-concept - 0/2
- Social maturity - 2/14

Changes in Criteria: suggestions in this area accounted for 36 responses (5% "possible" and 9% "in-use").

Suggestions as to placement were most numerous. Six respondents (2/4) recommended placement of children in private or parochial schools because these often have smaller numbers of pupils and district financial problems can thereby be avoided. Four (2/2) recommended placement of the integrated child in his own neighborhood school whenever possible to decrease transportation problems and to increase normalization. A total of 10 responses (3/7) were tabulated which indicated the benefits of integrating children as early as possible, particularly if there is a resource program set up, beginning with partial integration and systematically increasing the degree of integration. This suggestion included placing children in hearing nursery schools part- or full-time. Also, it was suggested that integration begin on a half-day basis, lessening scheduling and busing problems while still giving the hearing impaired child a large block of time with the teacher of the deaf for intensive language work and auditory training. One respondent preferred to keep children segregated until basic reading skills had been established, while another attempted to provide integrated experience in the residential school. A possible placement arrangement was having the child "homeroom" in the resource room, at first going out only to those classes in which he can function. No definite age criteria for placement emerged, but one respondent indicated that the hearing impaired child should not be placed in a class where he is more than two years older than the mean age of the hearing peers.

Four respondents (1/3) suggested providing on-going interdisciplinary diagnosis, evaluation, and educational management at the organizational level. These recommendations implied the necessity for the planning of systematic observation in integrated classes, requiring regular teacher reports of the hearing impaired child to be forwarded to special teachers, evaluating the teacher's attitude about the hearing impaired child's progress and maturity. One respondent indicated that a child's progress should be continually monitored so that objectives are continually revised, and priority is placed upon development of critical thinking and processing skills rather than on demonstrating what was learned. Another respondent indicated that individual achievement tests should be adapted for the hearing impaired, administered individually, and test results should be used diagnostically.

In terms of admission criteria, only three responses were made. One respondent indicated that batteries of standardized achievement and performance tests were administered so that regular teachers would know more about where the hearing impaired child stood in comparison to peers in order to more correctly and realistically set the teacher's expectation level. Another respondent indicated that a series of clinical and academic tests and teacher observation checklists were necessary for the development of some rationale for integration other than a "hunch." One respondent indicated that multi-handicapped hearing impaired children should be placed in special schools according to their needs and should not be integrated.

Changes in Criteria - 11/26
- Follow-up - 3/7
- Placement - 8/16
- Admission - 0/3

Improve Curriculum: suggestions in this area accounted for 17 responses (4% "possible" and 4% "in-use").

Four respondents (0/4) proposed that greater individualized instruction in reading and other difficult subject areas could be accomplished by adapting materials and teaching these subjects in resource rooms, while keeping the child functioning as best he can in regular class. The core idea here is more flexibility in scheduling. Three suggestions (3/0) dealt with using more programmed instruction, learning machines, ETV, and contingency management techniques with these children. Six respondents (1/5) viewed the resource teacher in an expanded role as a sort of cushion for the child, pre-teaching important concepts in the resource room first, expanding the child's vocabulary, teaching idiomatic language, and restructuring tests before the child takes them. Two respondents indicated a need for better vocational training for those who aren't able to handle full-time integration, and two respondents (1/1) indicated the use of student note-takers as a very helpful addition for hearing impaired children.

Legislation.

One respondent indicated a need to work on a legislative mandate to provide pre-school level education for all handicapped children and to insure program continuity.

Philosophy.

One respondent (1/0) indicated that integration problems could possibly be solved by educating the child at home. This hopefully refers to a local education as opposed to residential school education. Two respondents (1/1) felt that teachers should learn manual communication, while another one indicated that both teachers and peers were learning cued speech.

QUESTION 4: LIST AND DESCRIBE THE UNMET NEEDS OF THE INTEGRATED CHILDREN IN YOUR FACILITY (Figure 4, p. 21)

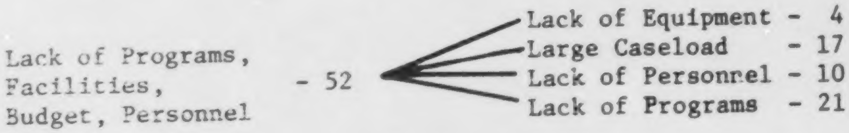
Lack of Programs, Facilities, Budget, and Personnel: unmet needs in this category accounted for 52 responses (35% of the total sample).

Of these, the greatest dearth was felt in the area of programs (21). Seven respondents indicated a lack of vocational education in receiving schools. Five responses dealt with a lack of individualized instruction and/or academic tutoring. Five felt that time factors made it very difficult to keep the integrated child "at level" in all developmental areas and still have the necessary time for special training. Three respondents indicated that there were not enough follow-up services for indigent or rural hearing impaired children, nor were these children handled in a coordinated way by the various service agencies which were involved. One respondent felt that the integrated setting was doubly difficult for hearing impaired children when the complication of learning disability was present.

Caseload problems accounted for 17 responses. Thirteen of these indicated that those children who were integrated had to "make it" on their own since there is not enough help from support personnel due to already large caseloads of itinerant or resource teachers and the large enrollment of the regular classes. Other responses commented on the adverse effects of large class enrollments, on the quality of service which could be provided the hearing impaired child.

Personnel difficulties were expressed 10 times; five of these involved the lack of personnel on the management level needed to keep programs moving smoothly and in a coordinated fashion and to make sure that all available resources were being utilized to meet the needs of the child. Four respondents indicated insufficient counseling services in their program for personal adjustment or vocational concerns. One respondent felt the need for more interpreters.

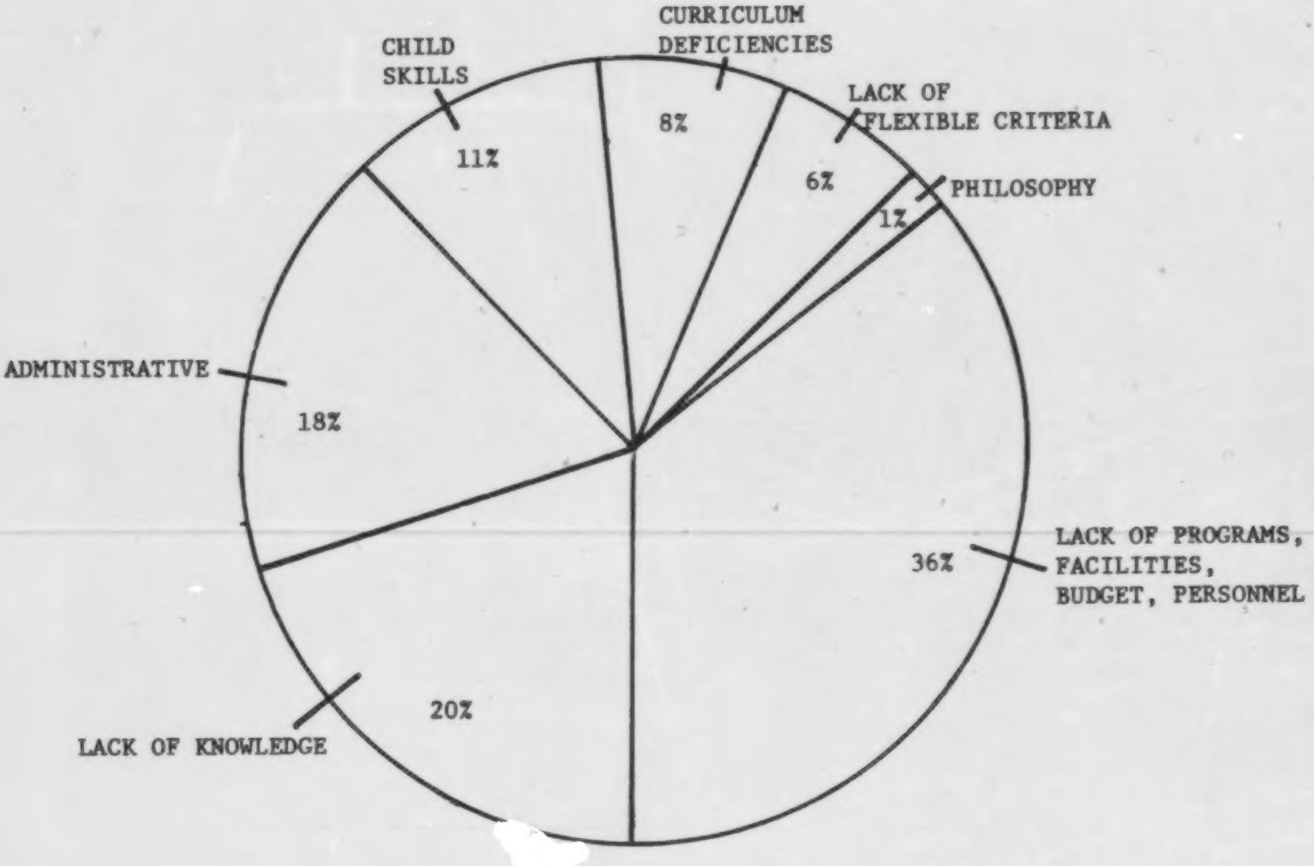
Inadequate acoustic facilities (lack of amplification) were expressed as an unmet need by four respondents.



Lack of Knowledge: Lack of knowledge on the part of teachers, parents, and peers accounted for 29 responses (20% of the total).

Of these, 16 had to do with teachers. Ten respondents commented on insufficient teacher preparation, resulting in teachers whose classroom style fails to meet the needs of the hearing impaired child, i.e., the child is unable to lipread or understand material because

LIST AND DESCRIBE THE UNMET NEEDS OF THE INTEGRATED CHILDREN IN YOUR FACILITY



RESPONSES N = 146
RESPONDENTS N = 78
NO RESPONSE
GIVEN N = 22

FIGURE 4

of the way it is presented. Teachers are unable to adapt movies, tape-recordings, or film strips for the hearing impaired child, nor can they provide sufficient support to the child with regard to his hearing aid. Insufficient preparation can be blamed when teachers stereotype hearing impaired children, look at them as a group rather than as individuals, or misunderstand the causes of the child's difficulties or behavior (example: fear that a deaf child is copying when he looks at another's paper, when often he is just checking to see if he understood the assignment correctly). Five respondents commented on the unwillingness of teachers to give extra time or help to hearing impaired students and also on making unrealistic demands without realizing the damaging effect of this. One respondent noted a tendency for regular classroom teachers to think that the child is doing fine when in reality this is untrue.

Lack of parental support or involvement in the education of their integrated children was commented upon 7 times. Three respondents felt that if parents received more counseling, they could better accept the problems of their hearing impaired child and not over-protect them, or on the other hand, make unrealistic educational and vocational demands.

Lack of Knowledge - 29
- Teacher - 16
- Parent - 10
- Peer - 3

Administrative:

Scheduling difficulties were most often expressed as resulting in unmet needs of integrated children. These included missed classwork in the homeroom while going to the resource room (4), and references to the fact that many integrated children are not included in any activities other than classroom activities because of scheduling problems or lack of transportation (9).

Inadequate monitoring for children who are integrated as related to lack of centralized supervisory planning and administration was commented upon 9 times. These children tend to get lost due to failure in cooperation and coordination among ancillary service personnel, or due to lack of planned systematic contact with the regular teacher by the resource or special teacher.

Also commented on was the lack of liaison between vocational rehabilitation services and secondary schools, the problem in some districts where academic tutoring is not allowed, and the reluctance of some administrators to integrate hearing impaired students into slower learning groups.

Administrative - 26
- Responsibility & Planning - 13
- Schedules - 13

Child Skills: problems involving the hearing impaired child's aural-oral skills accounted for 12 responses (11% of the total).

Six of these discussed the lack of speech help available in the receiving schools. Two respondents felt more time was needed for building communication skills for these children before integration is attempted, while four respondents felt that lack of communication skills prevented students from achieving at their full potential in the regular classroom, and from participating in or getting benefit from oral discussions.

One respondent felt that transportation constraints limited social integration of hearing impaired children through after-school activities, while another thought that integration could be damaging unless the child is adequately prepared socially and emotionally in advance.

Academic shortcomings focused upon were lack of vocabulary and concept development which limited these children in the regular class, coupled with a lack of pre-teaching sufficient for the child to understand what is going on in class.

Child Skills - 16
- Aural-oral - 12
- Academic - 2
- Social maturity - 2

Curriculum Deficiencies: unmet needs in this area accounted for 8% of the total response on this question.

Five respondents felt there was not enough language training appropriate to the child's need provided in the regular classroom resulting in a deterioration of language skills. Another five respondents felt there were not enough supplementary experiences (including enrichment trips) to actually make the integrated children really feel a part of the group. Two respondents felt the regular classroom was not structured enough for these children, nor were there enough materials available for swift input such as in the areas of vocabulary, language development, and individualized reading skills.

Lack of Flexible Criteria.

Five respondents noted that the lack of adequate tests and measurements to predict successful integration often leads to premature integration or placement which is diagnostically unsound. In terms of follow-up, again the lack of evaluative means for assessing success was noted, complicated by the fact that lack of vocabulary makes group achievement tests very difficult for many hearing impaired children. The testing difficulty includes psychological and sociological testing making it very difficult to ascertain whether the hearing impaired child's sequential growth and development are adequate.

Lack of Flexible Criteria - 9
- Placement - 5
- Follow-up - 4

Philosophy.

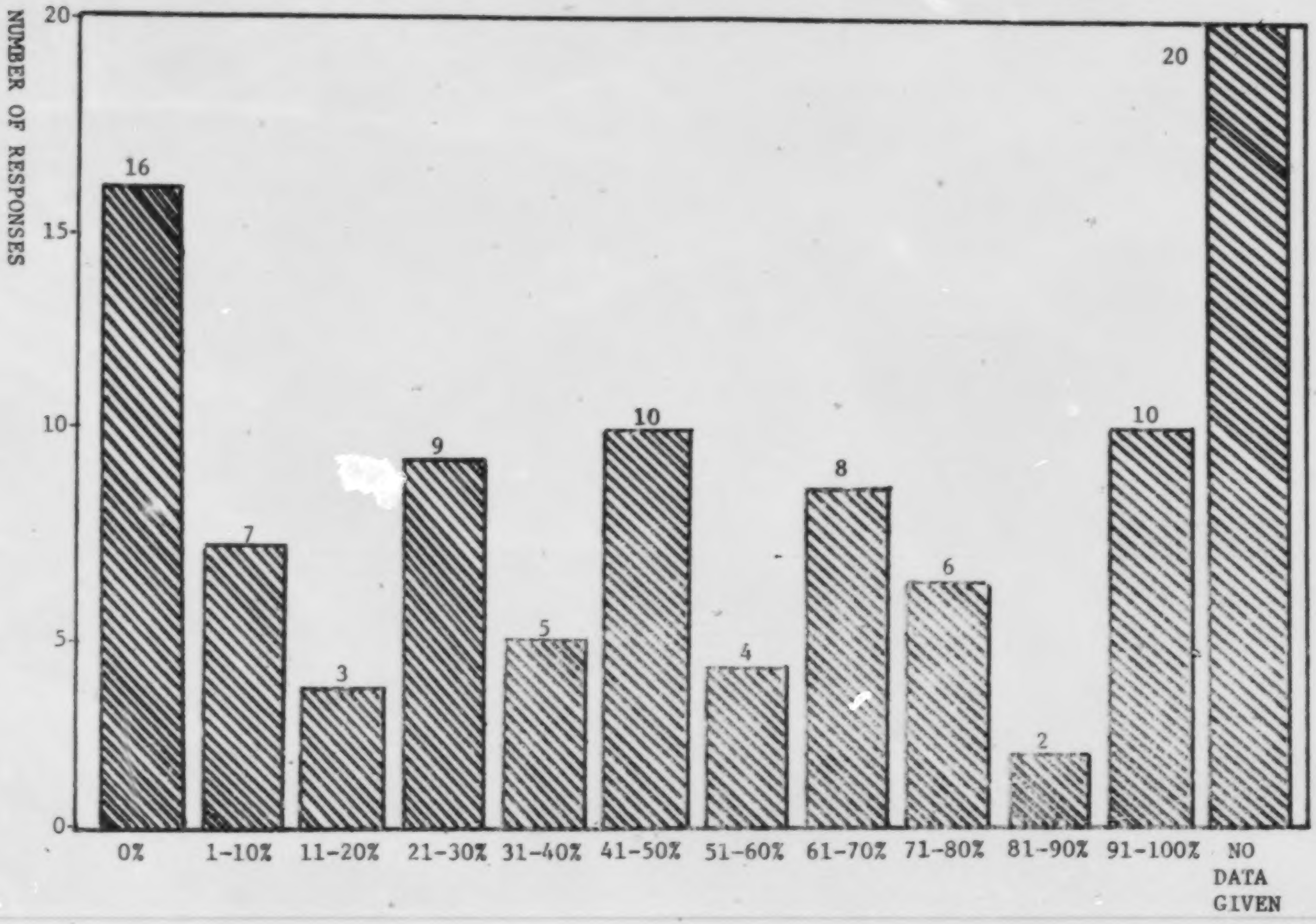
One respondent felt lessons in sign language should be provided to the child if he so desires. However, the respondent stated that this was not currently being done in his setting. Another respondent felt that integration which is limited to non-academic areas results in unmet needs in the hearing impaired child; namely, the stimulation of academic subject matter.

QUESTION 5: WHAT PERCENT OF CHILDREN ARE NOT INTEGRATED? (See Figure 5, p. 25, for the summary of this question).

FIGURE 5

PERCENT NON-INTEGRATED OR SOCIALLY INTEGRATED

(I.E. RECESS, LUNCH, NO CLASSES)



RESPONSES N = 100
RESPONDENTS N = 80
NO RESPONSE GIVEN N = 20

QUESTION 6: WHY ARE CHILDREN NOT INTEGRATED? (Figure 6, p. 27).

Child Skills: the reasons given for why children are not integrated fell overwhelmingly in the area of child skills (65% of the total responses).

Of 81 responses tallied, 22 references were made to insufficient aural-oral skills to the degree that children could not communicate in regular classes and/or could not benefit from academic integration because of the communication problem. Academic reasons were cited 19 times, including problems in slow language learning, slow learning related to mental retardation, educational retardation to the degree that there would be too great an MA/CA discrepancy, and inadequate early training which rendered certain hearing impaired children unprepared for integration. Immaturity and related problems in impulse control, lack of independence, and self-reliance were cited 16 times. Severity of handicapping conditions due to multiple handicaps and learning disabilities were cited 13 times. Seven respondents felt that integrated placement could not meet the child's needs but were not specific. Two respondents said that severity of hearing loss was the reason, and two others noted the reason for not integrating was that the children were manual.

Child Skills - 81
- Aural-oral - 22
- Academic - 19
- Social maturity - 16
- Multiple handicaps - 13
- Other - 11

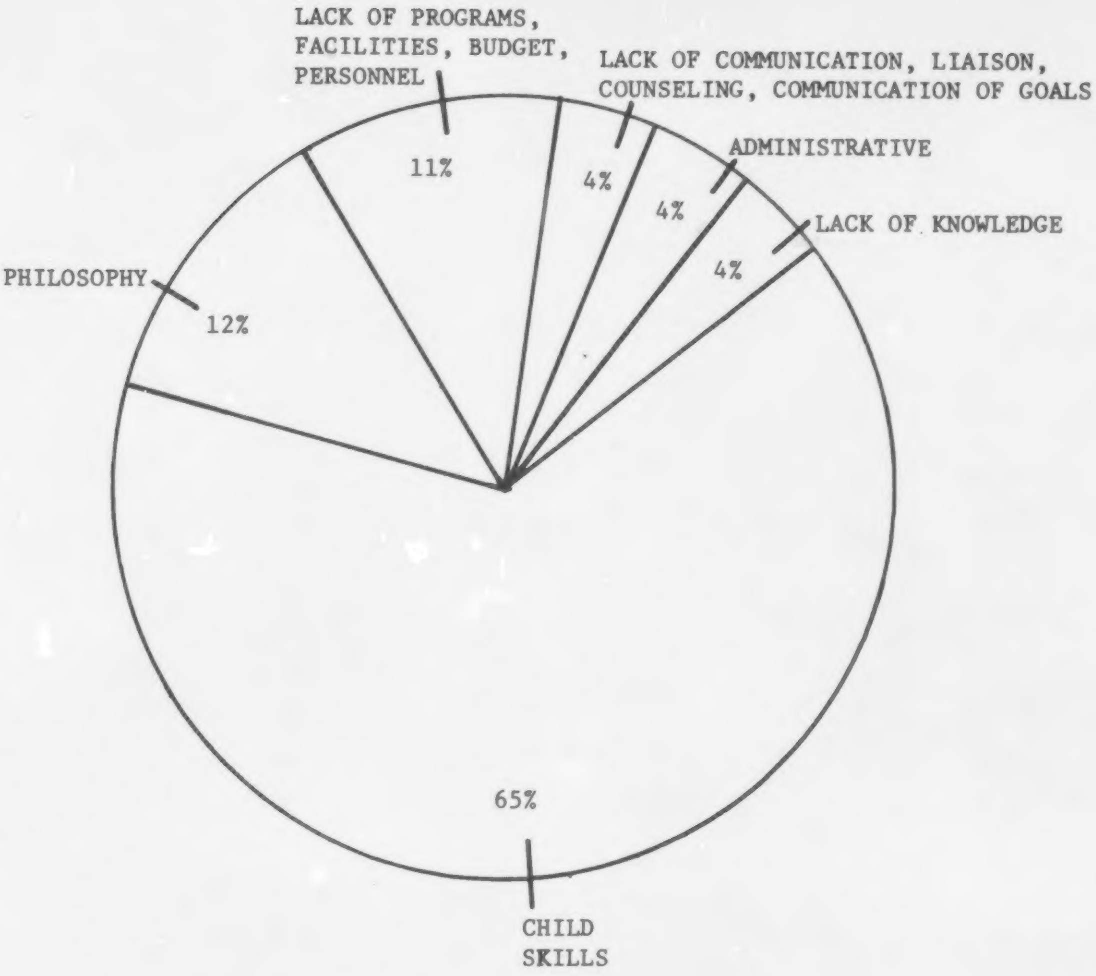
Philosophy.

Eleven respondents indicated that children in their programs were too young to be integrated. Three respondents indicated that their students were in residential facilities, and there was no one with whom to integrate. One respondent considered that social integration outside of the school environment was sufficient for the preschoolers involved in the program. These responses accounted for 12% of the total number of reasons given for question 6.

Lack of Programs, Facilities, Budget, Personnel: reasons cited in this area accounted for 11% (13) of the total responses.

Six responses were recorded which stated that the reason for not integrating was that available classrooms were too crowded. Four responses indicated that the reason for not integrating was insufficient resource help (includes lack of tutors or aides) or that there were no teachers available who were trained and capable of handling instructional strategies for deaf children. One respondent indicated that lack of funds made integration programs which require extra time, effort, and planning, unfeasible at the time. Two

WHY ARE CHILDREN NOT INTEGRATED?



RESPONSES N = 124
RESPONDENTS N = 81
NO RESPONSE GIVEN N = 19

FIGURE 6

responses indicated that they wished to integrate but could not find available programs in which to start the process.

- Lack of Programs, Facilities, Budget, Personnel - 13
  - Lack of Equipment - 0
  - Lack of Funds - 1
  - Large Caseload - 6
  - Lack of Personnel - 4
  - Lack of Programs - 2

Lack of Knowledge.

Lack of adequate home support as well as parental and professional attitudes against integration (i.e., that the self-contained setting was preferable, or fear of peer rejection or failure of the integrated child) were mentioned five times (4%).

- Lack of Knowledge - 5
  - Teacher - 0
  - Parent - 5
  - Peer - 0

Communication.

Deficiencies in communication resulting in lack of rapport between special and regular teachers or between local public school officials and the special school were mentioned 5 times (4%).

Administrative.

One respondent stated that the reason children were not integrated was because no one would or could force the issue. Three respondents indicated that their programs were still too new to adequately arrange integration at this time. One respondent cited differences in organization, curriculum, and funding between regular and special schools as the reason for not integrating.

- Administrative - 5
  - Responsibility - 1
  - Planning - 4

QUESTION 7: WHAT COULD BE DONE TO FACILITATE INTEGRATION OF CHILDREN WHO ARE NOT CURRENTLY INTEGRATED? (Figure 7, p. 30).

Improve Child Skills: suggestions in this area accounted for 28% of the total sample (25 responses).

Of these, the most frequent suggestion in relation to academics was to concentrate instruction on reading skills, communication skills, spontaneous expression, and speech. Several respondents felt that progressive integration, starting with limited social integration and working up to longer periods of time in a greater variety of areas has educational benefits. Others felt integration should be started as early as possible, either in nursery school on a reverse integration basis or at the latest, first grade. Individual tutoring in disability areas was also noted as a successful facilitation strategy.

Facilitating strategies in the area of aural-oral skills focused on early identification and appropriate, consistent, and continuous amplification. Three respondents felt enrollment in good nursery schools with part-time in special classes for speech work, language and auditory training would improve aural-oral skills.

With respect to social maturity, respondents felt that, to reduce dependency, children should be encouraged to accept responsibility for their own actions. They should be prepared for integration beforehand through social integration and also, special classes should implement and enforce rules and regulations similar to those observed in regular classes.

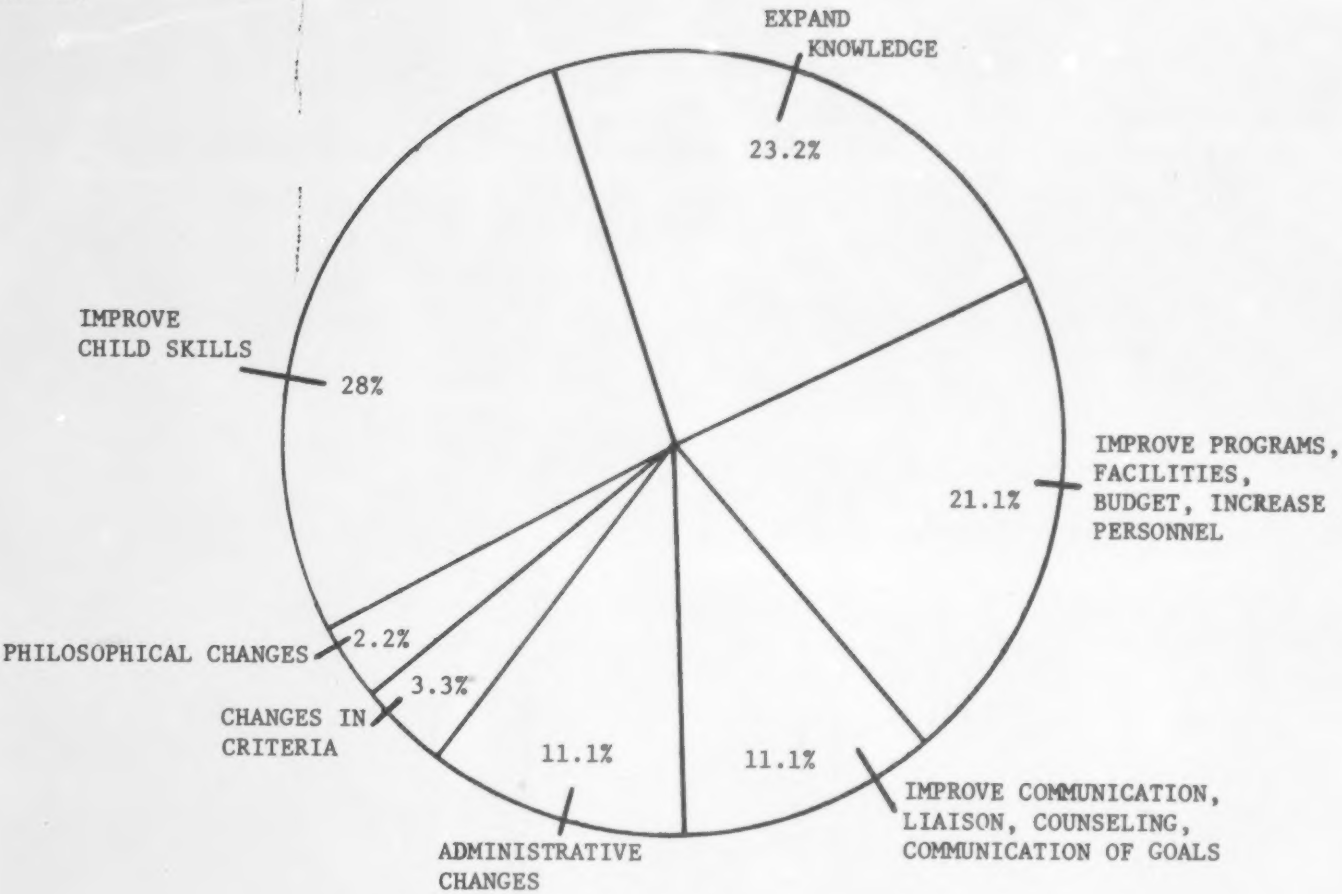
Improvements in self-concept were thought to accrue through providing successful experience, and through encouragement from parents, teachers, and peers, as well as through some sort of psychological preparation of the student before integration.

Improve Child Skills - 25
- Aural-oral - 7
- Academic - 12
- Self-concept - 3
- Social maturity - 3

Expand Knowledge.

In this area, twelve respondents cited the need for additional orientation and/or inservice sessions for teachers to increase their knowledge and understanding of hearing impaired children in preparation for the eventual placement of such a child in the classroom. One respondent suggested the use of videotapes of successfully integrated hearing impaired children in the classroom to illustrate that integration is possible and to accomplish an attitude shift on the part of regular teachers and administrators. Seven responses indicated the need for more and better counseling services for all personnel involved in the integration programs to both create a

WHAT COULD BE DONE TO FACILITATE THE INTEGRATION OF CHILDREN WHO ARE NOT CURRENTLY INTEGRATED?



RESPONSES N = 90
RESPONDENTS N = 53
NO RESPONSE GIVEN N = 47

FIGURE 7

sympathetic outlook on the part of parents and teachers and also to try to identify some of the factors which tend to slow the emotional growth of hearing impaired youngsters. Incentive pay and preparation through observation and participation were both noted as strategies used to increase teacher willingness to accept a hearing impaired child.

Expand Knowledge - 21
Counseling - 7
Orientation - 12
Motivation - 2

Improve Programs, Facilities, Budget, Increase Personnel: facilitating strategies in these areas accounted for 23.2% of the total responses (21).

Suggestions for the use of personnel included placing a regular elementary teacher on the residential campus, utilizing current special education teachers as resource personnel or academic tutors, utilizing specially trained personnel only for multiply handicapped children, providing continuous support services to hearing impaired children, and placing special aides in the classroom where difficult-to-integrate hearing impaired children are enrolled.

Suggestions as to program development included making diagnostic teaching and individualized instruction available in the receiving schools. The most frequently mentioned strategy (6) was to place all deaf education programs, pre-school through high school, within existing regular schools. One respondent indicated that children could be provided with integrated experiences within the residential setting rather than transferring them to day schools and then having the problem of inter-district funding.

Suggestions as to the funding included using state funds for all supportive personnel, getting funds for transportation to increase the available area or number of schools in which the child could possibly be integrated, or integrating only in local programs which are willing to finance resource help.

Improve Programs, Facilities, Budget, Increase Personnel - 19
Equipment - 0
Funding - 3
Caseload - 0
Personnel - 8
Programs - 8

Improve Communication.

The most frequent strategy mentioned to facilitate communication was cross-teaching (reverse integration). Other strategies included setting up realistic goals for each integrated child so that parents and educators do not work at cross purposes or with widely differing expectations, and more concentration by the special teacher on "carry over" procedures and instructions from the special class to the regular classrooms. Three respondents felt the general need for better rapport between schools for the deaf and regular schools so that children could be integrated when they are ready, where they are ready.

Administrative Changes.

The most frequent suggestion for administrative planning was to lighten classloads for receiving teachers (6) to lower pupil-teacher ratio. One respondent felt that integration administration and responsibility should be at the district level, while another felt that state boards of education should give supervisors of hearing impaired programs the authority to enforce integration. Two respondents felt administrative difficulties were lessened when the child was integrated within his own district.

Administrative Changes - 10
- Responsibility - 2
- Planning - 6
- Facilitation - 2

Changes in Criteria.

Most respondents felt that more individualized evaluation was necessary, placing children according to their individual needs, not on the basis of audiological loss. Correspondingly, it was felt that more emphasis should be placed on a child's abilities and potential, especially in evaluations and in developing criteria.

Changes in Criteria - 3
- Placement - 1
- Evaluation - 2

Philosophical Changes.

One respondent felt that hard of hearing and deaf programs should be separated, while another advocated the development of an integrated program using other than strict verbal communication, i.e., to use total communication with all members of the class.

QUESTION 8: WHAT TYPES OF ANCILLARY SERVICES ARE AVAILABLE IN YOUR PROGRAM TO SUPPORT THE INTEGRATED CHILDREN?

It was difficult to describe and organize the responses given for this question and still maintain a non-prescriptive stance. The variety of answers regarding job description and division of duties is almost as varied as the number of individual programs sampled. While the needs served are similar in each of these systems, the assignment and responsibility for tasks and the designated title for each person are decidedly different.

It would be presumptuous for the authors to group the large number of tasks reported into job descriptions and arbitrarily assign titles to each since this is the prerogative and the responsibility of the system itself. Reporting a list of titles cited by respondents in this question, which would include almost every conceivable person in the school system ranging from the school nurse to the principal to the parents, would probably not serve the purpose for which this question was intended (to serve as a guideline). Further, reporting a list of tasks mentioned by the respondents would seem to be endless, and in addition, many tasks would not necessarily apply to every school system unless a similar need was being felt by that system.

Rather than report nothing for this question, the authors have attempted to design guidelines that reflect the numerous recommendations and expressions of experience which were given in response to this question.

It appears that the size of the program and its financial base dictate to a great extent how many people will be employed to support the handicapped child. State law and organization also play an important role here, as do district and school organizational patterns.

Each administrator must ascertain the needs of the child and place them in perspective with his own limitations. His goal should be to fulfill the child's needs in the best way possible while remaining within his own financial and administrative restrictions. He should not attempt to maintain a certain predetermined number of ancillary personnel or to provide a person to fill every job description arbitrarily designed by an outside agency.

The responsibility rests with the administrator then, to think very seriously about his system and the needs of the children, the parents, and the teachers. He must delimit those needs, decide which of those needs can, in fact, be fulfilled by personnel, and then develop a task analysis to accomplish them. A plan is essential for several reasons, and it does not require much more to develop one than a great deal of thought, some consultation with present staff, and firm direction. A plan is valuable because:

(1) It avoids duplication of service.
(2) It forestalls gaps in communication chains.
(3) It clearly defines responsibilities of personnel.
(4) It assures smooth transition for a child from one placement to another.

In developing a plan, an administrator must first delimit the needs of those involved in the system. He must recognize the limitations of budget and decide which needs are to be considered priority items. Tasks descriptions should be designed to meet the needs, and those tasks should then be organized under a schematic framework. Two things are important to remember in this operation:

(1) The plan must not be considered as a concrete, inflexible dictate which prevents teachers from taking advantage of "natural" opportunities to develop speech, thinking processes, language concepts, etc., but rather a designation of major responsibility and a framework from which the system can operate.

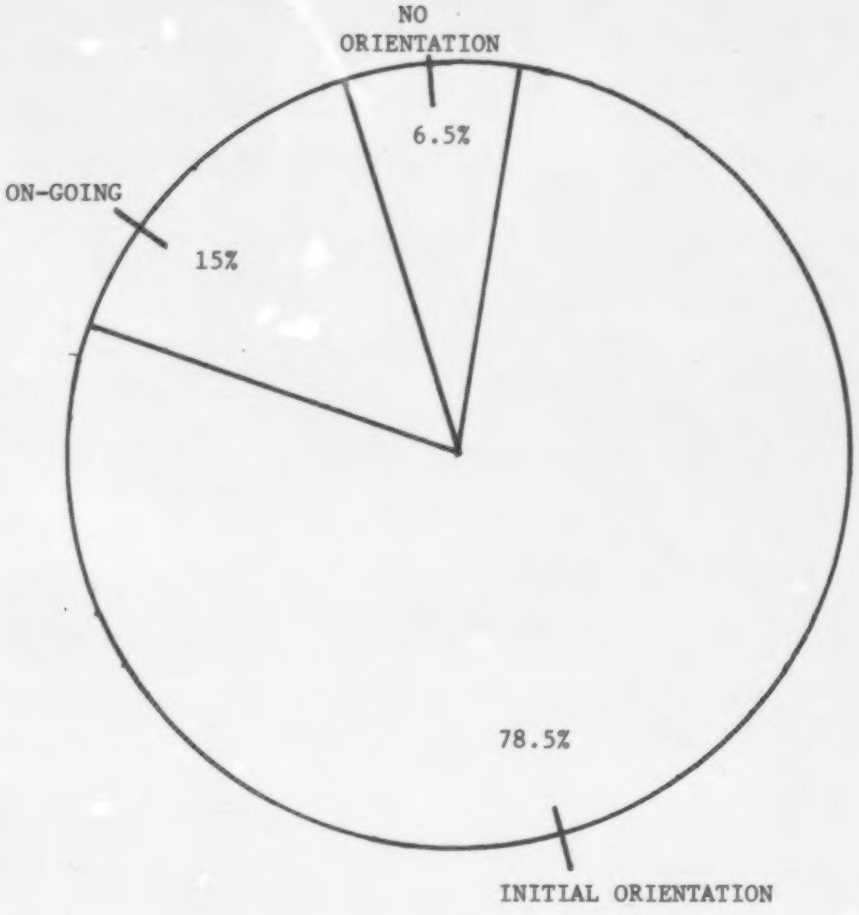
(2) New programs should attempt to at least define all needs whether or not they have the resources for alleviating them. They then should rank them into a priority and attend to first needs first. Regular reassessment will provide direction for growth as each need is appraised and satisfied in turn. Reassessment also provides direction for more established programs since the original course may no longer be appropriate and should be replaced with new ones.

QUESTION 9: HOW ARE REGULAR TEACHERS PREPARED FOR HEARING IMPAIRED STUDENTS? (Figure 8, p. 36).

The most frequently used strategy used for orienting teachers was some sort of initial preparation. There were 133 responses in this category (78.5% of the total responses). The breakdown is as follows:

Individual staffings are held between the integration authority and the receiving classroom teacher. (This could be an informal conference about the individual child or general staff meeting.)	37
Regular teacher is prepared in advance by observing the candidate for integration in the special class. (This type of orientation could include the entire regular class visiting the special program.)	19
Orientation of regular teacher is given by teacher of the hearing impaired or resource teacher along the lines of a general orientation about hearing impairment; not necessarily a staffing about the individual child.	16
Regular teacher is supplied with relevant literature about hearing impairment; hand-outs.	11
Group staffings are held which include coordinators, regular teacher, and/or previous teacher of the hearing impaired, principal, psychologist, speech therapist, parents. This approach is interdisciplinary.	10
Orientation of regular teachers is done in the spring prior to the child's enrollment the next fall. This would include letter writing or a report submitted before the school year	12
Visual kits are used which describe the needs of the hearing impaired.	6
Coordinator first contacts the principal and then contacts the teacher	5
Conferences are held between regular grade teacher and child's teacher from the previous year (maybe one time only)	4
Teacher is supplied with cumulative reports about the child.	3

HOW ARE REGULAR TEACHERS PREPARED FOR HEARING IMPAIRED STUDENTS?



RESPONSES N = 169
RESPONDENTS N = 87
NO RESPONSE
GIVEN N = 13

FIGURE 8

Staff conferences are held at which time the entire school staff is briefed on the new hearing impaired child.	3
Teacher of the deaf spends a day observing in the receiving classroom and then consults with the regular teacher about how best she can meet his needs.	2
In-depth inservice program or workshops are given to the receiving teacher and administrator.	2
Regular teacher is briefed by parents of the child.	2
Regular teacher is prepared by the school speech pathologist.	1

In the category of continuous preparation, 25 responses were tallied accounting for 15% of the total. Of these, 19 respondents mentioned planned on-going or continuous liaison between the integration authority and the receiving teacher, including on-site visits, consultation, advice, and observation. Three responses indicated the use of team teaching between teachers of the hearing impaired and the regular teachers to accomplish this purpose. Two respondents mentioned having full-time hearing clinicians hired expressly for the purpose of orientation and follow-up as a full-time job. One response indicated planned periodic contact made by academic tutors with the regular teachers.

Under the category of "no orientation" (11 responses), 6 responses were counted which indicated that orientation services were available upon request only.

QUESTION 10: WHAT MATERIALS ARE USED TO HELP EXPLAIN THE NEEDS OF HEARING IMPAIRED STUDENTS IN REGULAR CLASSES? (Figure 9, p. 39).

The reader is referred to Figure 9 for a summarization of the answers which were tabulated. Seventy-one respondents completed this question.

The most frequently mentioned mode of presentation was through printed material, both teacher-made and commercial. Many reprints cited are available through the Alexander Graham Bell Association, 1537 35th Street, N.W., Washington, D.C. 20007. Other sources included the National Association of Hearing and Speech Agencies, 919 18th St., N.W., Washington, D.C., and the United States Government Printing Office (Learning to Talk, 45¢).

Records listed by name were Getting Through by Zenith; How They Hear by Gordon N. Stowe and Associates, P.O. Box 233-A, Northbrook, Illinois ($8.75); and How We Hear, a filmstrip kit available through Beltone Electronics Corporation, Beltone Building, 4201 West Victoria Street, Chicago, Illinois.

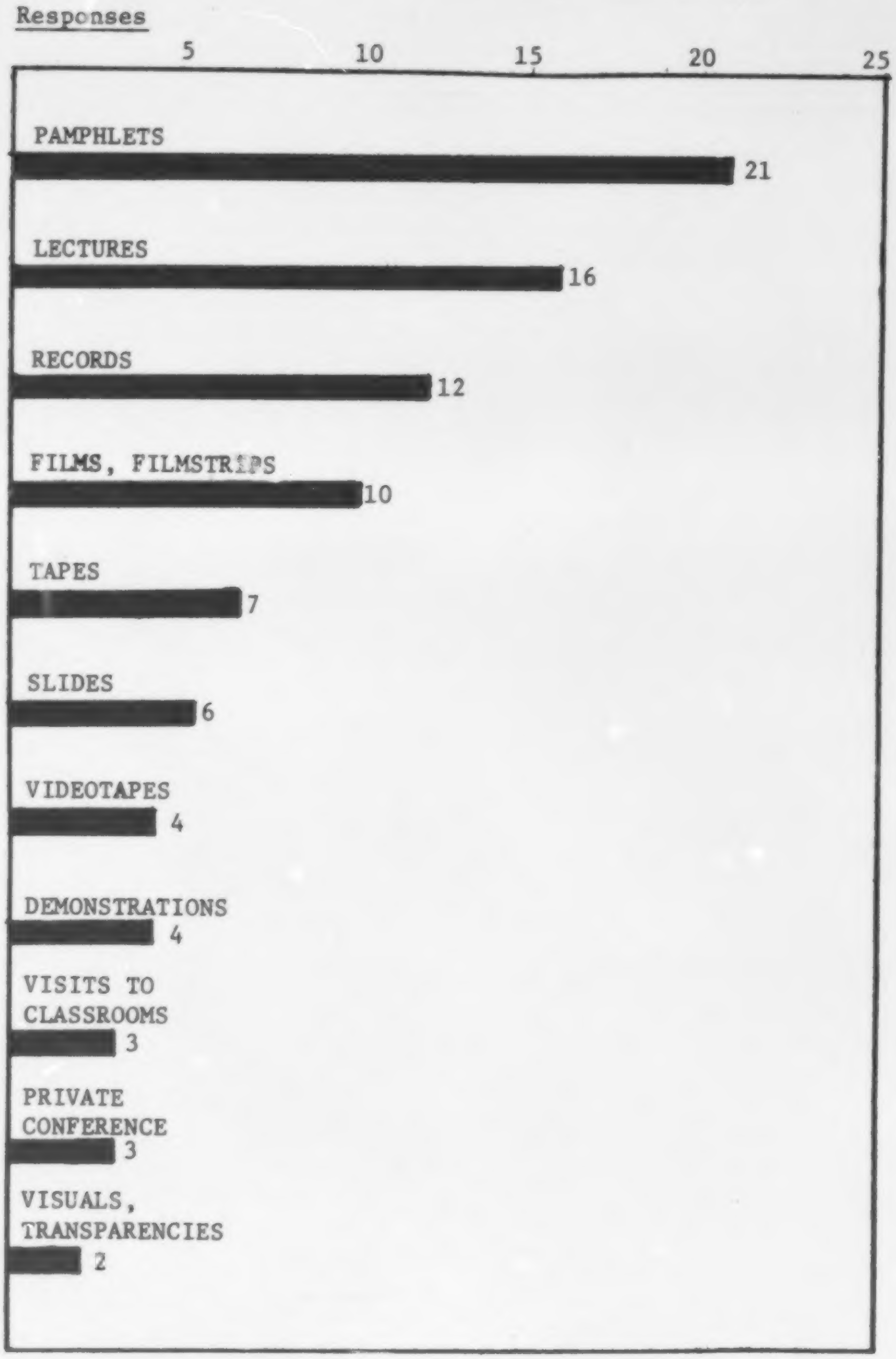
A film is also available through Beltone entitled Lifeline to the World of Sound which is a 14-minute presentation in sound and color.

Other films listed were Patchwork, a sound filmstrip available at the University of Tennessee, Southeastern Regional Media Center for the Deaf (Knoxville); You and Your Ears, a Jiminy Cricket animated film which can be rented from several sources (free from the Maico Film Library through local dealers); and Lisa Pay Attention which can be rented from various sources including the University of Utah, Educational Media Center.

Other sources of films and media cited were John Tracy Clinic, Alexander Graham Bell Association, Captioned Films, Regional Media Centers.

Most of the slide presentations, tapes, video tapes, and overhead transparencies were produced by the local district professional staff for their own use. These materials incorporated information primarily relevant to the district for which it was made.

WHAT MATERIALS ARE USED TO HELP EXPLAIN THE NEEDS OF HEARING IMPAIRED STUDENTS IN REGULAR CLASSES



RESPONSES N = 88
RESPONDENTS N = 71
NO RESPONSE GIVEN N = 29

FIGURE 9

QUESTION 11: HOW DO YOU PROVIDE FOR FOLLOW-UP AFTER CHILDREN HAVE BEEN INTEGRATED? (Figure 10, p. 41).

Continuous Follow-up accounted for 27.6% (45) of the responses for this question.

Responses included formally organized conferences or communication with routine checks and monitoring between the regular and special teacher or special support personnel (37). Five responses mentioned periodic interdisciplinary team conferences which would include teachers, coordinators, support personnel, and parents. Three respondents indicated that continuous liaison among personnel was a function of the fact that children were integrated within the same school that held the special class.

Ancillary Personnel (tutoring) accounted for 22.1% (36) of the responses.

Responses in this category indicated that hearing clinicians or resource teachers provide tutorial work, and follow-up and adjustment assessment is an integral part of the program (13). Eight respondents indicated that follow-up was provided by personnel in the special school or class in terms of tutoring in language skills. Twelve respondents indicated that tutoring was not formally a part of the program, but it was provided as it became necessary (this would include social workers, counseling, etc.). Four respondents indicated use of currently assigned speech therapists who provided this service to hearing impaired children integrated in their school.

Follow-up by Mail, Telephone, Short Observation or End of Year Checks accounted for 16% (26) of the responses.

Responses in this category represented a variety of follow-up procedures. Sixteen respondents indicated the use of classroom observation by special personnel in the integrated room as a follow-up procedure. The others cited follow-up by the school principal, telephone conferences, letters, or said that follow-up was a matter of receiving school procedure and not directly involved with the integration authority.

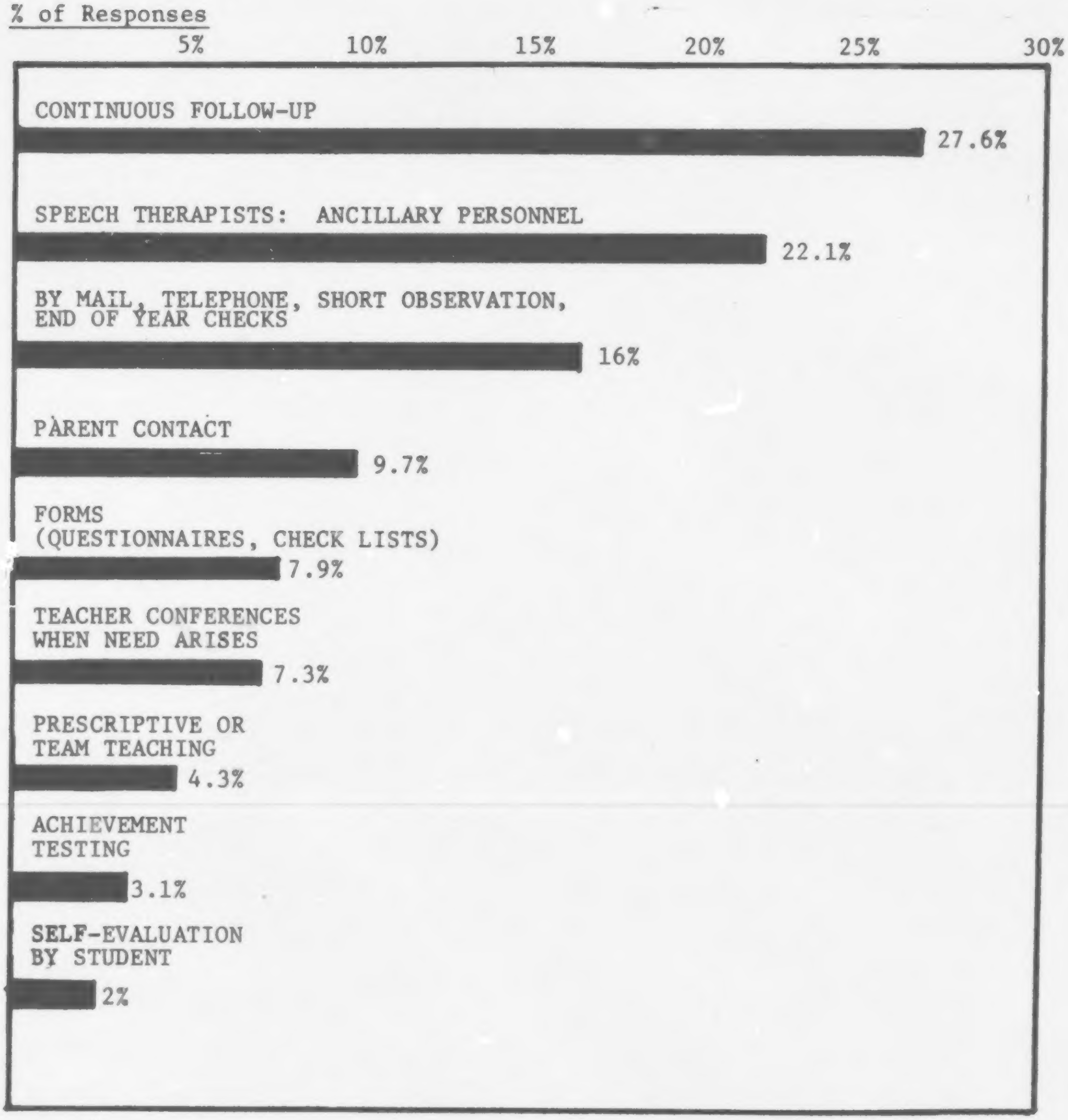
Parent Contact accounted for 9.7% (16) responses.

This category included planned conferences with parents as a means of providing follow-up. This also included the use of questionnaires or forms to be filled out periodically by parents.

Thirteen respondents (7.9%) indicated that in their program, the classroom teacher filled out a quarterly or yearly report, progress report, or written evaluation on each of the children integrated in her class as part of the follow-up procedure.

Respondents reporting teacher conferences with special personnel as the need arises as a follow-up procedure (not necessarily planned or systematic) numbered 12 (7.3%).

HOW DO YOU PROVIDE FOR FOLLOW-UP AFTER CHILDREN HAVE BEEN INTEGRATED?



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RESPONSES N = 163
RESPONDENTS N = 83
NO RESPONSE GIVEN N = 17

FIGURE 10

Prescriptive or Team-Teaching accounted for 4.3% (7) of the responses.

The general idea here is that the support personnel and regular teacher work together on lesson plans or individual programs. This is a variation of continuous follow-up.

Achievement Testing accounted for 3.1% (5) of the responses.

This category included the administration and review of standardized achievement tests or review of mid-term and final grades by the integrating authority as a follow-up strategy.

Self-evaluation by Student accounted for 2% (3) of the responses.

Three respondents mentioned that pupil comments, or attitudes were considered in the follow-up procedure.

QUESTION 12: HOW DO YOU MAKE THE TRANSITION INTO THE CURRICULUM AND TEXTBOOKS OF THE REGULAR CLASSES? ARE THEY DIFFERENT FROM THE HEARING IMPAIRED CURRICULUM AND TEXTS? (Figure 11, p. 45).

Transition Strategies (23 responses - 20%):

Two respondents mentioned that limited consultative services leave the transition situation in the hands of the regular teacher. The situation was a matter of "sink or swim."

Three respondents from pre-schools for the deaf and from a private speech clinic mentioned that their transition problems are minimized since most of the children are integrated at the kindergarten or first grade level.

Five responses indicated that certain placement strategies also minimize transition problems. The first suggested that children be integrated only when they are functioning on the level of their peers, using the same materials and texts. A variation on this idea which was cited indicated that children should be reading rapidly and in quantity before integration is attempted so that changes in texts or curriculum are not a serious drawback. Still another respondent stated that, in her setting, the child is integrated a year behind his current reading level so that he begins academically a year ahead of his peers.

Four other respondents felt curriculum transition can be minimized when children are switched from Yale Charts to standard dictionary phonetics before integration is attempted, when they are given perceptual training, and when the receiving school is using a good phonetics-based reading program, (or when it incorporates a special language curriculum in the resource room which focuses on "stumbling blocks" in language development).

Three respondents felt that tutoring the child or familiarizing the new faculty with previously covered curriculum is helpful, with the integration authority making sure to fill in the gaps when using different texts.

Three respondents indicated the transition problem was minimized because their own curriculum was based upon the standard state curriculum and their pre-school teachers kept informed as to reading readiness and preparation in regular schools.

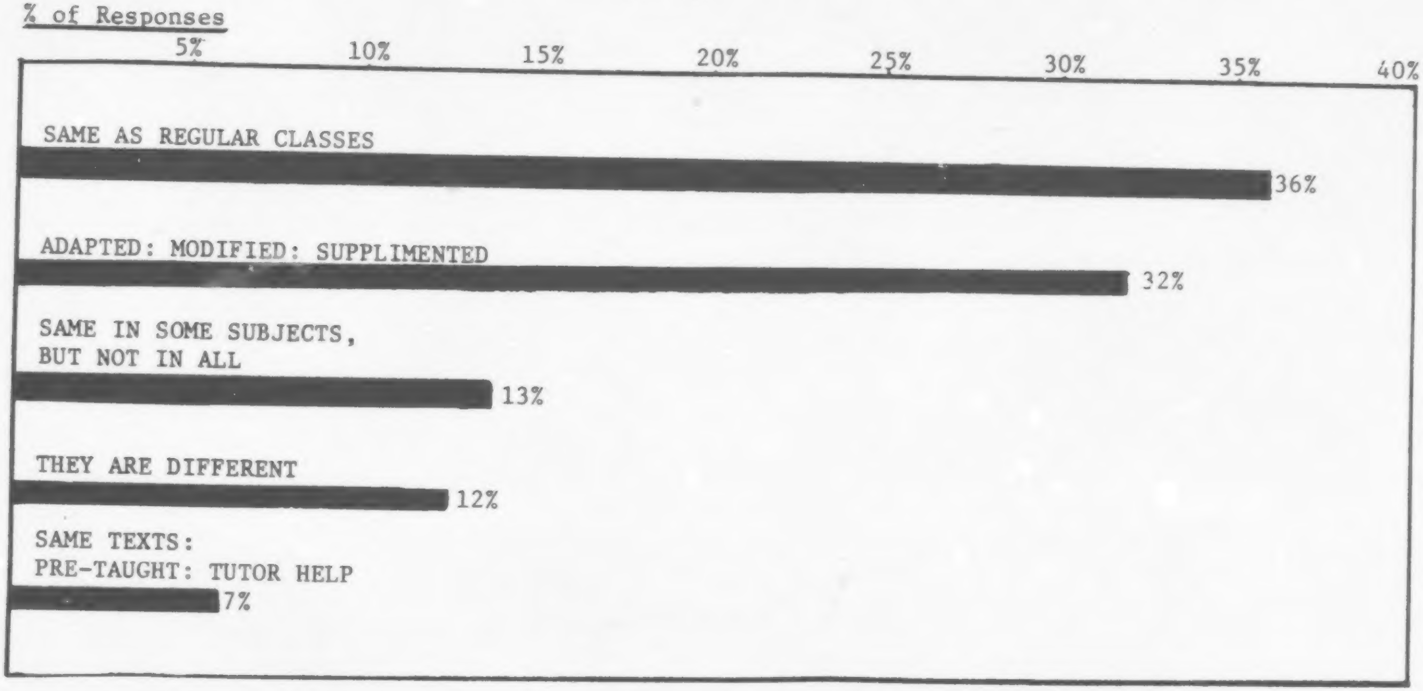
One respondent indicated that team teaching alleviates this problem. A variation of the theme is that close and "open" communication was maintained between the regular school and the school for the deaf so that transition was not too difficult.

One respondent indicated that the curriculum transition was a major problem since their own curriculum was strongly based on developing thinking skills and problem solving strategies. The strategy used was to acquaint the children with the texts used in regular schools and to try to provide the children with a strong enough concept orientation and to instill the ability to use thinking strategies effectively enough so that the children could transfer their strengths into the regular program and try to compensate for its weaknesses.

Use of Texts:

Ninety-three responses to this question made direct mention of texts. Figure 11 illustrates a summary of the responses on this question.

ARE THE TEXTS USED IN THE REGULAR CLASSES DIFFERENT FROM THOSE USED IN CLASSES FOR HEARING IMPAIRED?



RESPONSES N = 116
RESPONDENTS N = 88
NO RESPONSE GIVEN N = 12

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FIGURE 11

QUESTION 13: WHAT CRITERIA ARE USED TO EVALUATE THE SUCCESS OF AN INTEGRATED CHILD? (Figure 12, p. 47).

Staff Judgment: in the category of staff judgment, 32% (74) of the responses occurred.

These responses did not contain specific criteria, but rather, detailed the personnel within the system charged with evaluative responsibility. The breakdown is as follows:

Regular classroom teachers' judgment used to evaluate the success of the integrated child was cited in 37 responses. Judgment in the area could include evaluation of both academic and communication dimensions, observations of the child's ability to socialize and participate in school activities (pay attention, respond, follow instructions), and general observation of performance.

Teacher-principal-consultant-parent conferences or some combination thereof was cited 23 times. This approach was basically the team or group staffing approach.

Resource teachers, clinicians, teachers of the hearing impaired were responsible for evaluation in 14 responses. This area included evaluation of tutorial work or growth in language, etc.

Objective Measures: in the category of objective measures, there were 51 responses (22%).

Of these, 22 reported using standardized achievement tests, and 22 reported using educational summaries or report cards (this included grades on teacher-made tests). One respondent reported requiring cumulative records on the child including objective test results with audiometric, psychological, and linguistic work-ups. One respondent spoke of using sociograms to evaluate social success. Two respondents said that performance and attitude were monitored daily through testing done by both regular and special teachers. One respondent said that performance criteria were used throughout, and two noted the use of daily check-lists for evaluative purposes.

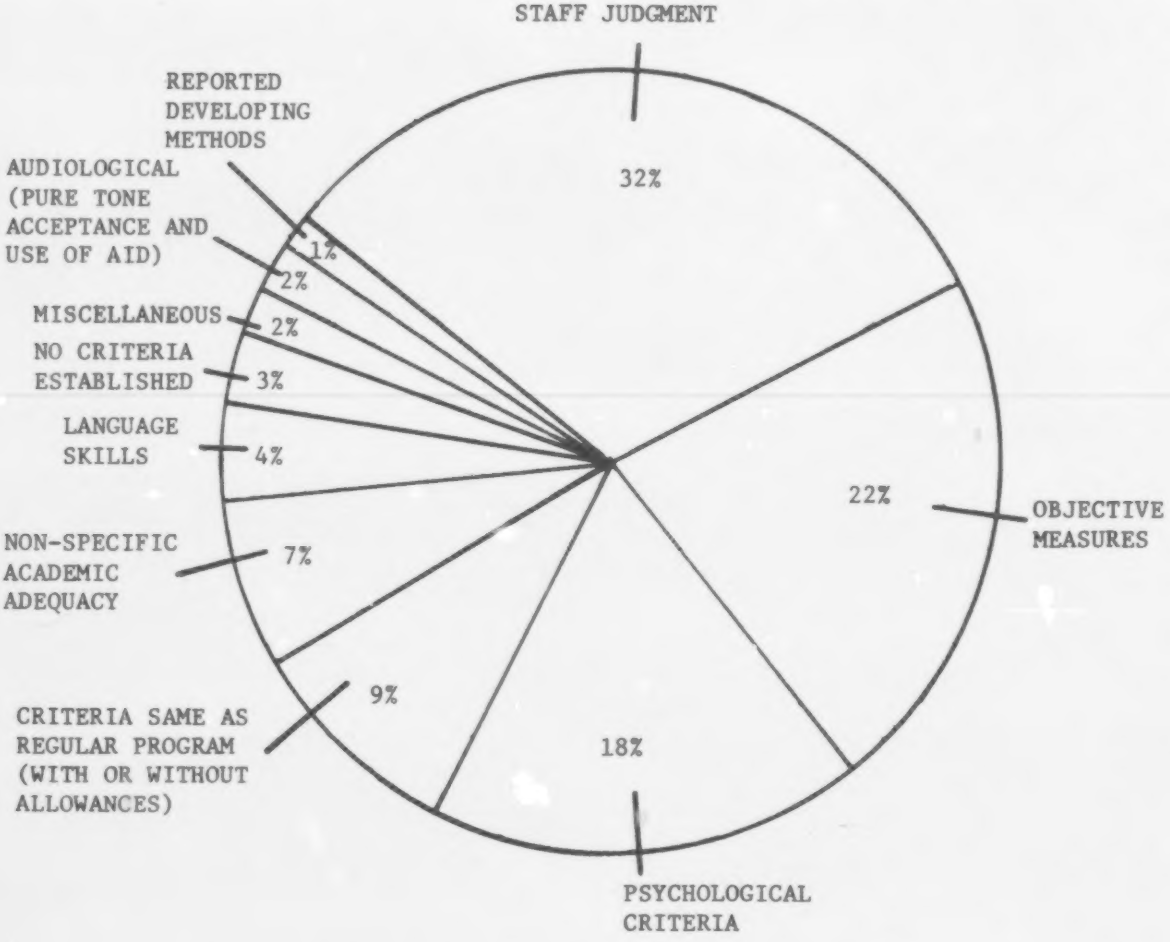
Psycho-Social Criteria: in this category of criteria based upon consideration of psychological criteria, there were 42 responses (18%).

Twelve respondents mentioned social adjustment as the major criteria. Eight mentioned emotional responsibility, attitude and willingness to work. Five mentioned social acceptance by peers. Eight mentioned the child's opinion and feeling - his satisfaction, happiness, etc. in the integrated situation as important criteria. Included in this category were four references to teacher acceptance of the deaf child and one reference to the counselor's evaluation of the child's social and emotional maturity.

Criteria Same as Regular Program.

Twenty responses stated that criteria for evaluating the hearing

WHAT CRITERIA ARE USED TO EVALUATE THE SUCCESS OF AN INTEGRATED CHILD?



RESPONSES N = 231
RESPONDENTS N = 82
NO RESPONSE
GIVEN N = 18

FIGURE 12

impaired child academically in terms of language and behavior, were basically the same as those for all other children in the class, with some modification where absolutely necessary. Evaluative norms for the child are established on the same basis as those for peer classmates.

Non-Specific Academic Adequacy: in the category of non-specific academic adequacy, there were 16 responses (7%).

These criteria included successful competition to a "comfortable degree" in academic subjects, attaining a "profit" from the school environment, performing at grade level if the child does not have secondary learning problems, a "C" average or better in regular class work as graded in relation to peers, not needing "too much" tutoring or support services to maintain academic level, and success in learning new material with little frustration or difficulty.

Miscellaneous: five responses were counted in this category.

These included not using hearing loss as an excuse or bid for attention; "informal" evaluation; attendance records; and the assertion that since integration for each child is different, criteria were dependent upon the child, the type of integration, and the people involved.

QUESTION 14: UNDER WHAT CONDITIONS WOULD A CHILD BE REMOVED FROM AN INTEGRATED SETTING? (Figure 13, p. 50).

Academic Failure (25%).

The most often mentioned reason for removal was lack of academic success indicated by consistently poor grades. Another reason for removal often cited was if the child was not progressing as fast academically as his performance in the special classroom predicted, i.e., that the regular classroom would not meet his academic needs. More specific criteria offered included failure of the child in three or more subjects at semester's end; if he had fallen at least two to four years behind his peers, depending upon his age and size; if his performance did not equal that of the least able non-handicapped student in the regular class; or if with a maximum amount of tutoring, the child failed to maintain sufficient progress.

Inappropriate Social Placement (18%).

In this category, 24 respondents stated that they initiated removal if the child were overly unhappy for reasons of social maladjustment, anxiety, or emotional change due to increased pressure or inability to compete. Another frequently mentioned manifestation of inappropriate placement was the child showing symptoms of withdrawal, becoming socially isolated, or acting overly immature.

Philosophical Approaches (13%).

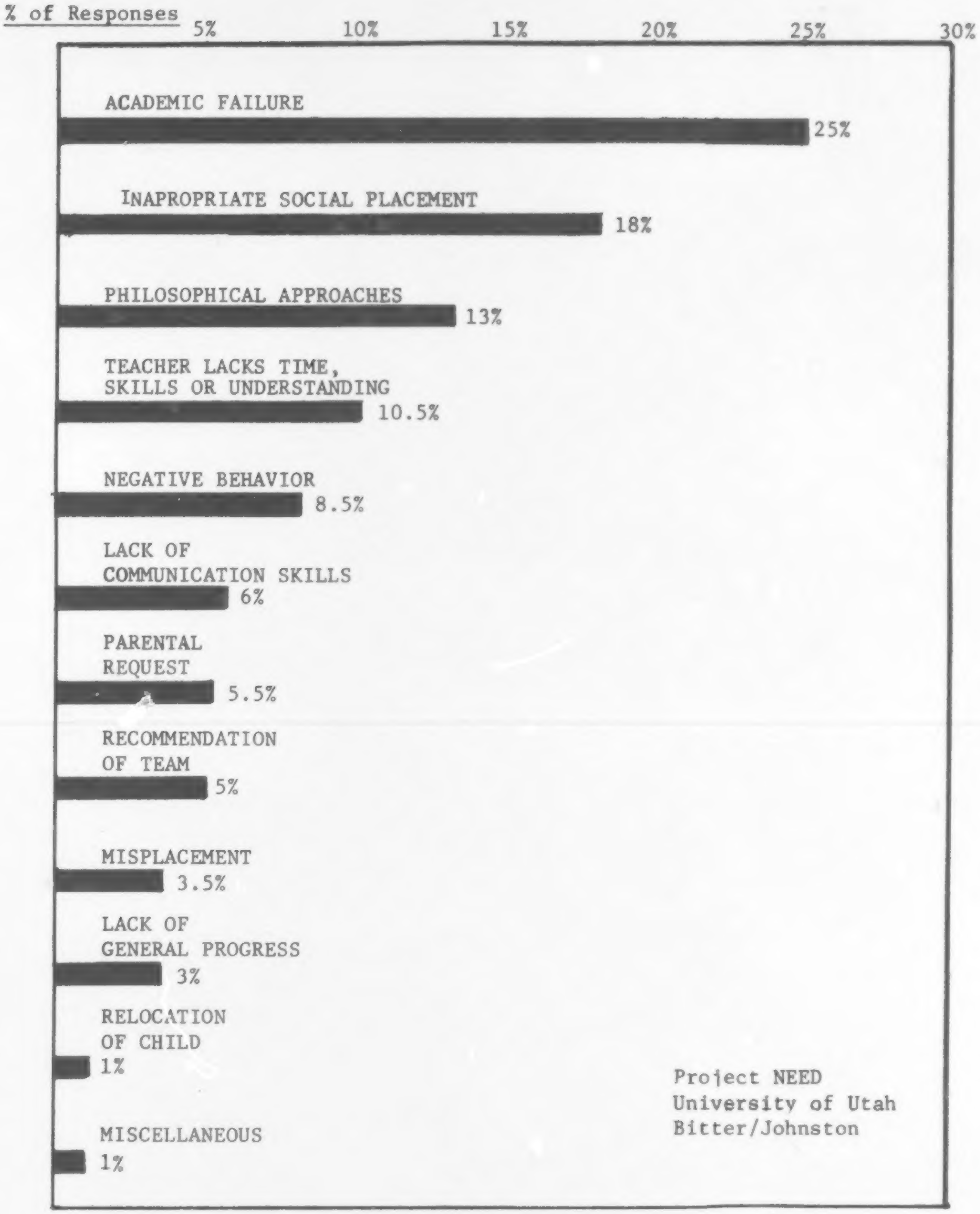
Responses in this category represent a basic position taken in relation to integration marked by extreme reticence to remove a child once integration has been started. Three respondents felt integration to be psychologically irreversible. If the child is having problems, tutoring is increased in preference to removal from the integrated setting. Four respondents indicated removal would be considered only under great duress in a case where the situation were truly traumatic or psychologically damaging to the child.

Five respondents indicated that problems of removal could be virtually avoided if integration were carefully planned and thought out in advance. Seven respondents indicated that if the child could not handle full integration, partial integration would be tried, or various strategies such as flexible placement, switching teachers, grade level, etc. could serve as alternatives to removal. Seven respondents indicated they had never experienced a failure in integration to this point, so they could not answer.

Teacher Lacks Time, Skills, or Understanding (10.5%).

Criteria cited in this category included problems with the child demanding too much attention from the teacher, or needing more tutoring than the system could provide. Fourteen references were made to teacher rejection of the hearing impaired child manifested through lack of cooperation or failure to adjust teaching strategies to the degree that the hearing impaired child could benefit from instruction.

UNDER WHAT CONDITIONS WOULD A CHILD BE REMOVED FROM AN INTEGRATED SETTING



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RESPONSES	N = 200
RESPONDENTS	N = 85
NO RESPONSE GIVEN	N = 15

FIGURE 13

Negative Behavior by the Child (8.5%).

This category includes interrupting the classroom through acting out behavior, rebelliousness, severe adjustment problems, inability to accept discipline or obey class rules, and behavior destructive to other persons or property.

Lack of Communication Skills (6%).

Manifestation of communication problems noted were the child's lack of confidence in his communication ability, lack of intelligible speech, lack of ability on the part of the child to attend to and participate in class activities, failure to grow in terms of language ability, and lack of sufficient lipreading skills.

Parent Request (5.5%).

Eight respondents indicated they would terminate the child upon request from parents. Three indicated they would terminate if the parents would not cooperate with school personnel on matters critical to the success of integration.

Recommendation of Teacher (5%).

Ten responses indicated that a child would be removed from an integrated setting upon recommendation of the special, regular, or consultant teacher (reasons for the recommendation could include any or all of the factors described above).

Misplaced (3.5%).

Reasons given in this category indicate that a child would be removed if he had been misplaced in the mainstream. (This rationale implies that the child might be put in some other integrated situation, not necessarily back in the special class.) One respondent said the child, if removed, would be placed in EMR or LD classes where he would receive "special tutoring services." One respondent indicated the child would be removed if "it were found that he was profoundly deaf." (The majority of participants in the seminars felt that integration applies to children who are realistic candidates; that is, have a minimum of performance skills prerequisite to successful mainstreaming. While degree of hearing loss is an important consideration in assessing "realistic" candidates, behavioral and attitudinal characteristics are also most important, and prediction or decision cannot be made on the basis of hearing loss alone.)

Lack of General Progress (3%).

Four references were made to removal if the child were regressing in the regular class, and then only after consultation with the personnel and parents involved. Two respondents indicated removal after a lengthy period and there didn't seem to be improvement likely in the future; future benefit would not outweigh current problems.

Relocation (1%).

Two respondents indicated that removal of the child was sometimes necessary when the child was returning home or was being moved to another school.

Miscellaneous (1%).

One respondent mentioned financial reasons as justifying removal, while the other said removal was considered if extenuating circumstances within the class should arise which were not the fault or failure of someone, such as the teacher becoming ill or class size becoming too large.

QUESTION 15: BRIEFLY DESCRIBE THE PHILOSOPHY OF YOUR PROGRAM TOWARD INTEGRATION OF THE HEARING IMPAIRED INTO REGULAR CLASSES (Figure 14, p. 54).

Integration - Main Goal (49%).

In this category, 20 respondents stated that integration was the main goal of their programs, giving the child the functional skills necessary for him to be a part of the mainstream, and to adjust to the hearing world. Ten felt their policy to integrate was "as much as possible as soon as possible." Other respondents felt integration was necessary for the psychological, social, and educational maturation of the hearing impaired or that integration was the educational strategy which could best prevent the social and psychological isolation or withdrawal of hearing impaired children into a minority culture. Others stated that the policy of integration offers richer educational opportunities, or that integration best fit with their program's emphasis on the similarity of all children in terms of needs and feelings. Another respondent indicated that various programs were in use which accommodated all aurally handicapped children by providing all arrangements from full-time integration to full-time special placement depending upon the individual needs and abilities of the child.

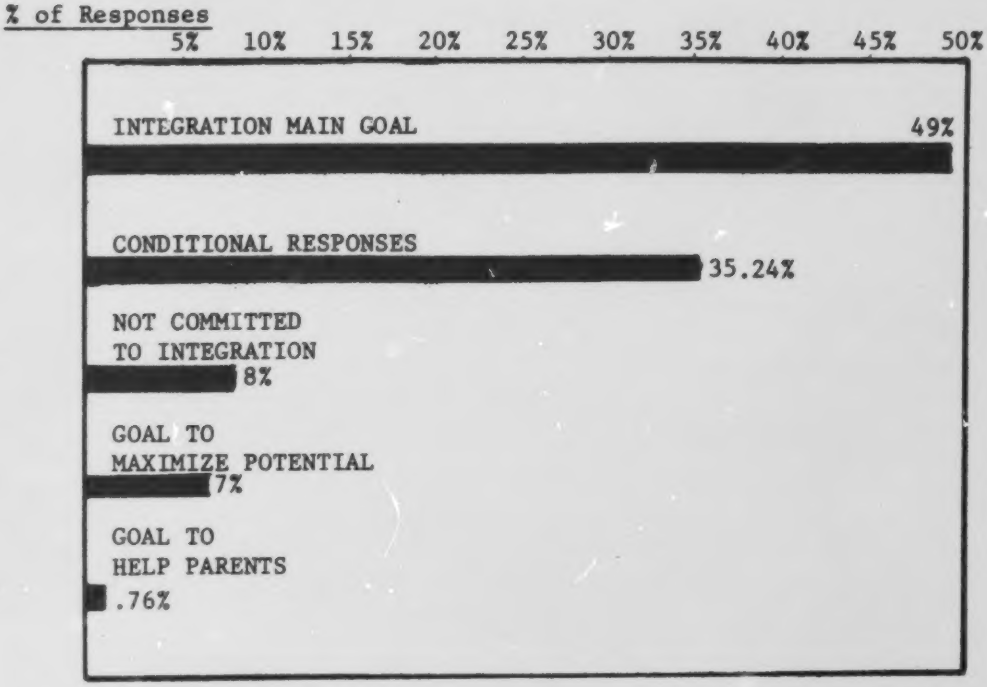
Conditional Responses (35.24%).

Responses in this category were basically committed to integration but with certain reserving qualifications. Eleven did not believe in full-time integration immediately, but preferred gradual integration over a period of time beginning with social integration, then non-academic, then academic integration. Responses in this category also included social integration for nursery school age children. Four respondents felt integration was appropriate only if the child could compete successfully in the classroom and could adjust to normally hearing peers. Four others felt hard of hearing students should be integrated only when they were emotionally, socially, and physically mature. Three felt hearing impaired students should be integrated on a trial basis first to see if they could function successfully if given support services. Other respondents felt integration would be successful if the program had personnel qualified in integrated settings, if the children could speak intelligibly to an average listener, if the child was "ready" for the experience, or if the child could successfully compete if he was given the aid of individual prescriptive teaching.

Not Committed to Integration (8%).

Comments included in this category were as follows: integration is admissible only if the child can succeed both academically and socially; hearing impaired children need special, conscientiously designed methods of instruction not available in the regular classroom; integration is considered only on the beginning high school level; language in all situations is best taught by a good, trained teacher of the deaf; and integration would be nice, but it's not possible.

BRIEFLY DESCRIBE THE PHILOSOPHY OF THIS PROGRAM TOWARD INTEGRATION OF THE HEARING IMPAIRED INTO REGULAR CLASSES



RESPONSES N = 76
RESPONDENTS N = 66
NO RESPONSE
GIVEN N = 34

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FIGURE 14

Goal to Maximize Potential (7%).

Responses considered in this category embodied the idea of developing each individual child to the maximum of his potential while recognizing his limitations without really specifying an attitude for or against integration per se. Another statement was that of normalization as the goal of the program, but not specifically indicating integration.

Goal to Help Parents (.76%).

One respondent stated the goal of the program as being "to help parents develop a healthy attitude toward their child's handicap and to be accepting of his problems."

QUESTION 16: BRIEFLY DESCRIBE THE ORGANIZATION OF THE PROGRAM, INCLUDING THE ROLES OF ADMINISTRATORS, SPECIALISTS, REGULAR CLASSROOM TEACHERS, AND ANY VOLUNTEER OR PARAPROFESSIONALS. (IF POSSIBLE, PROVIDE OR ATTACH AN ORGANIZATIONAL CHART ON A SEPARATE SHEET OF PAPER.)

(Analysis of this question is not included in this paper)

QUESTION 17: BRIEFLY DESCRIBE THE NATURE AND TYPES OF INTEGRATION TAKING PLACE IN YOUR PROGRAM (Figure 15, p. 57).

Full Integration (22%).

Thirty-three respondents described programs which practice full time integration in academic subjects. The grouping includes the use of tutorial services or resource help for supplemental support.

Partial Integration (22%).

Twenty-nine of these responses indicated the practice of partial academic integration. Also included in this category were the practices of integrating children at the middle-school level, integrating them into regular hearing nurseries, using transition classes serviced by resource personnel, and using a progressive step-by-step plan for integration.

Social Integration (21%).

Twenty-eight respondents indicated that integration in their programs involved social contact in lunchrooms, during recess, and on the playground, with the children spending most of the day in self-contained classes for the hearing impaired housed with the public school. Also included in the percentage were three responses indicating integration of hearing impaired children into extra-curricular activities, and five respondents who noted that all of the hearing impaired children in their system were socially integrated as a matter of program policy.

Non-Academic Integration (14%).

Fifteen respondents indicated that children in their programs were integrated as much as possible into non-academic subjects. Four indicated all hearing impaired students were integrated into physical education classes, while another five said that students were integrated into vocational training classes.

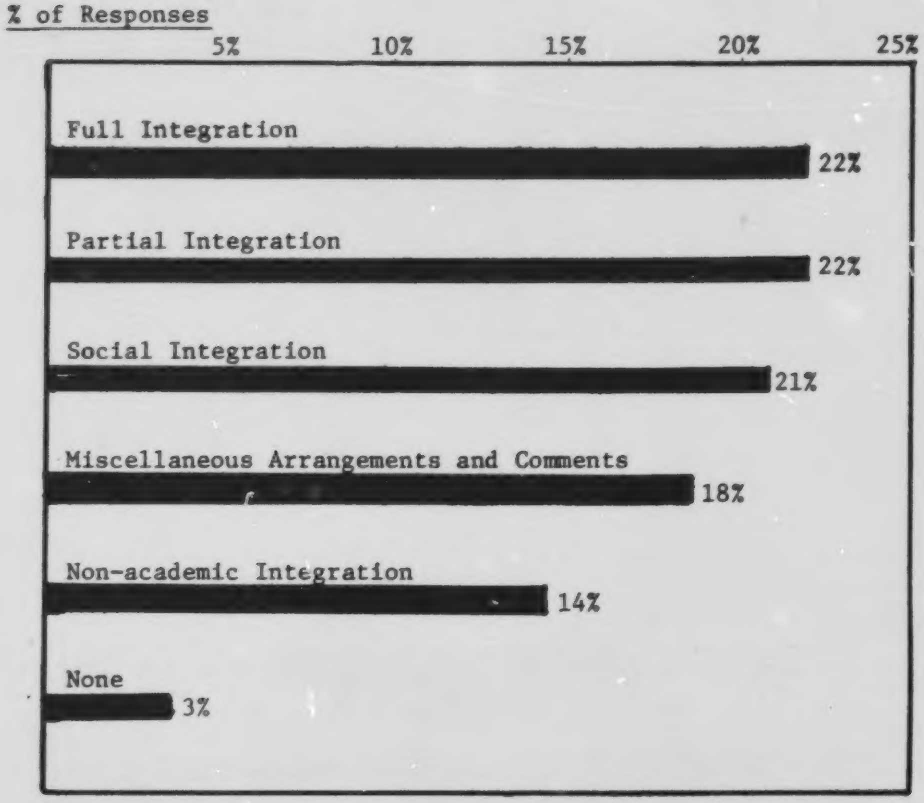
None (3%).

Included in this category were responses from representatives of full-time residential or day schools for the deaf who stated they did not practice integration as part of their program.

Miscellaneous Arrangements and Comments (18%).

Respondents in this category did not identify specific types of integration. Eleven respondents said hearing impaired children were integrated in resource room activities (the degree of integration actually taking place in a resource room would vary to some degree, depending upon the type of resource room set-up). Eight respondents said reverse integration was part of their program: normally hearing peers are brought into the special class for part of each day either for special work or for the purpose of socialization. Two respondents

BRIEFLY DESCRIBE THE NATURE AND TYPES OF INTEGRATION TAKING PLACE IN YOUR PROGRAM



RESPONSES	N = 169
RESPONDENTS	N = 61
NO RESPONSE GIVEN	N = 39

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FIGURE 15

indicated that full-time integration was accomplished through the use of team teaching. Eight respondents said that individual children in their program were integrated according to their needs and abilities with or without tutors. (Responses like these were difficult to group into established categories as it was not clear whether such integration is a matter of policy.) One respondent said only hard of hearing were integrated.

QUESTION 18: BRIEFLY DESCRIBE THE CRITERIA USED BY THIS PROGRAM TO DETERMINE WHO WILL BE INTEGRATED AND WHEN, WHERE, AND WHAT DEGREE OF INTEGRATION WILL TAKE PLACE (Figure 16, p. 60).

By far the largest number of responses (124) to this question dealt with child skills as placement criteria. This information is illustrated in Figure 16. Further information about the decision-making process such as level of integration, and other factors are discussed narratively.

Aural-Oral (31%).

Of 38 responses dealing with the dimension of aural-oral skills, 23 specified that a child must have the overall communication skills to express and understand oral communication to a degree that he could function in an integrated class. Different manifestations of this general criterion included sufficient lipreading skills to lipread a variety of different persons well, good use of residual hearing, oral success in integrated situations prior to placement, and good receptive language skills.

Academic Level (23%).

Of 29 responses directed toward the academic level of the child, 18 references were made to overall academic achievement such that reasonable success could be anticipated in the integrated setting. Reference to academic functioning at or near the level of peers in most subject areas accounted for 8 references. Criterion references were also made to the child's intelligence and good basic skills in reading and social studies. One respondent was more specific in suggesting that the child should be functioning within two years of his peers in subject matter areas in relation to his chronological age.

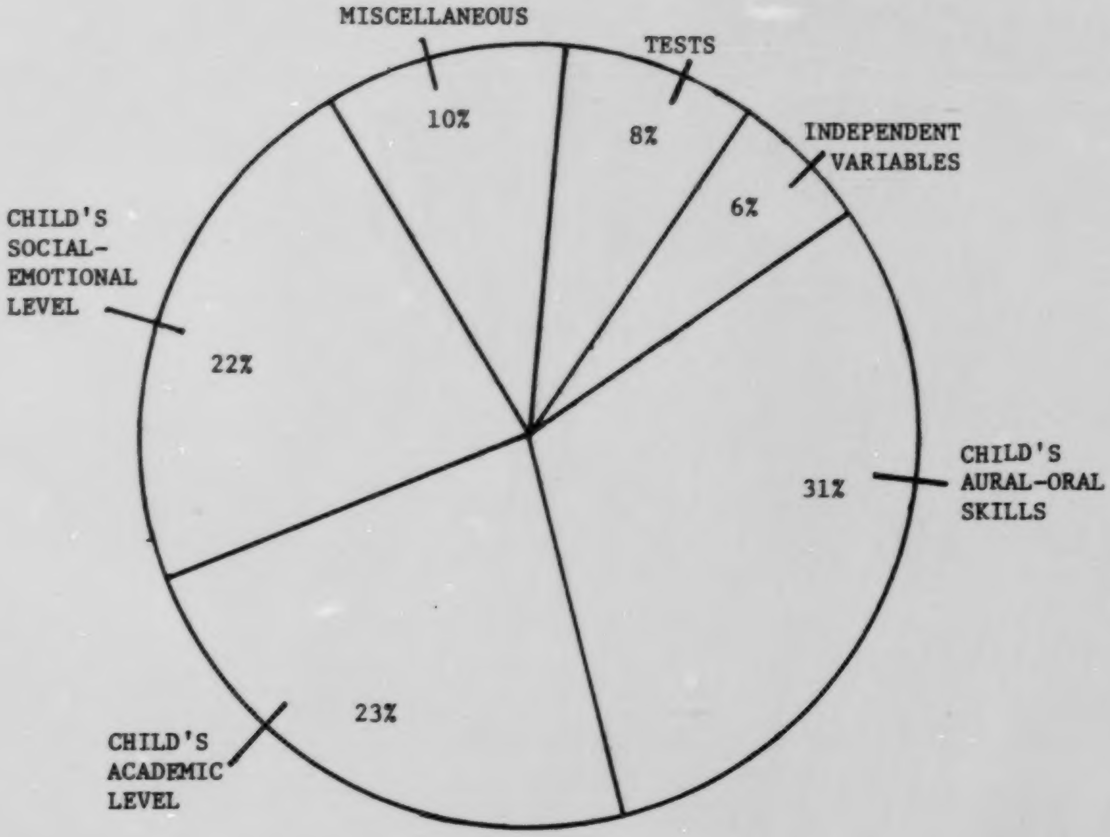
Socio-Emotional (22%).

Seventeen respondents required a degree of social and emotional development such that his behaviors would not interfere in class; that he would not display negative qualities of personality; and would be socially adaptive, mature, and self-responsible. Nine considered the child's desire to be integrated, and his interest and motivation as a criterion for placement; and one respondent considered the past experience of the child in social or non-academic integration as valid criteria.

Tests (8%).

Responses in this category tied integration to some established performance criteria. Six indicated use of the degree of hearing loss or the results of audiological screening tests (children in the severe/profound area would not be integrated). One respondent felt that there should be no more than a ten to fifteen point spread between verbal and performance sections of the WISC, while another felt that children should have at least the linguistic level of a

BRIEFLY DESCRIBE THE CRITERIA USED BY THIS PROGRAM TO DETERMINE WHO WILL BE INTEGRATED AND WHEN, WHERE, AND WHAT DEGREE OF INTEGRATION WILL TAKE PLACE.



RESPONSES N = 124
RESPONDENTS N = 80
NO RESPONSE GIVEN N = 20

FIGURE 16

five-year old hearing child. Three others indicated that they use performance or standardized achievement tests as criteria.

Independent Variables (6%).

Responses in this category included use of cumulative records, age of child, and type of communication used as placement criteria.

Miscellaneous (10%).

Seven respondents said that the child's individual needs were considered in the placement process. Three respondents made reference to other handicapping conditions. Two respondents considered the physical strength of the child in relation to the limitations they would place on his participation in the regular class, while another felt that stable home setting, learning rates, and creativity were all important factors.

Of 57 responses which referred to the process by which a decision about integration was reached, 17 said individual staffings were used which included the principal, regular class teacher, teacher of the hearing impaired, and other professionals. Eleven said that established evaluation and placement committees assumed this responsibility. Twenty-three responses said integration was determined by the teacher. Other processes mentioned were diagnostic placement (trial integration), parent-teacher conferences, or designating a speech and hearing therapist to assume this function.

Other factors which accounted for 22 responses included 14 references to parent acceptance and support of integrated placement, and several references to such items as classroom space, facilities available, and cooperation of people involved in the integrated setting.

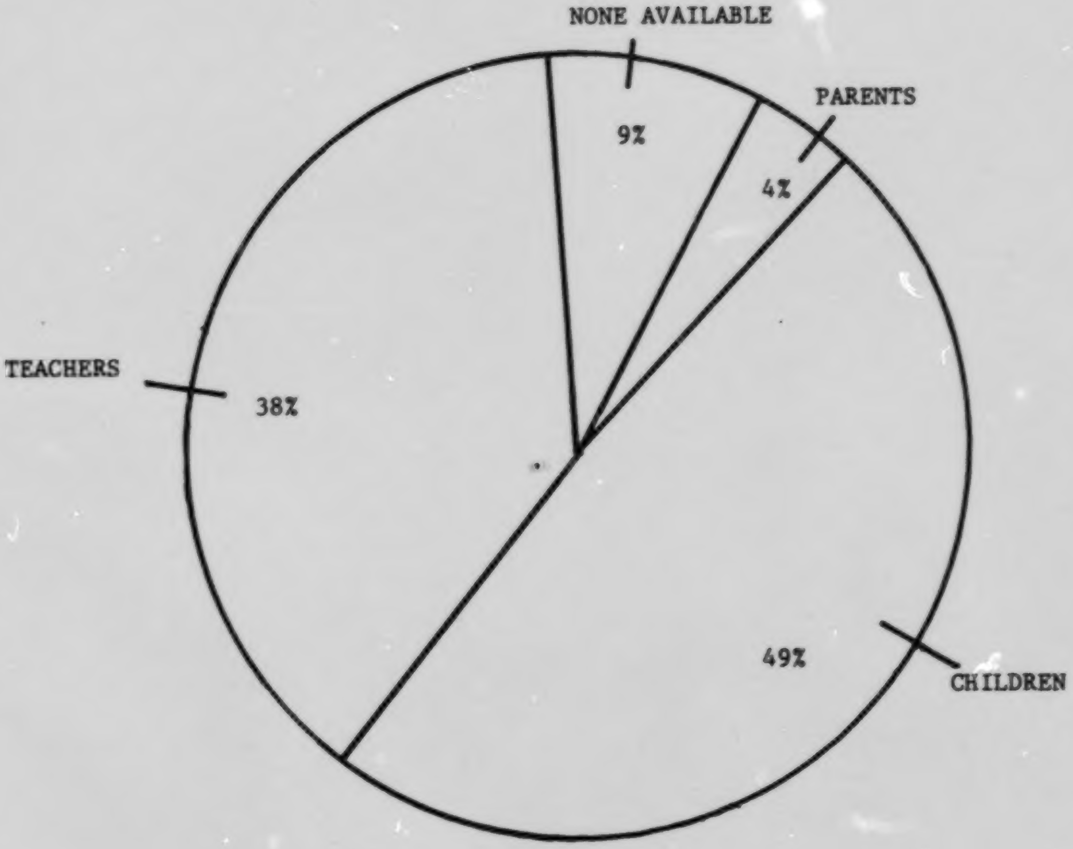
Six respondents indicated that their programs had no established criteria or that integration was done on a trial and error basis. Six respondents said they had no criteria because the children were only socially integrated or they felt integration was not possible until the middle-school level. As regards level of integration, only two respondents offered concrete criteria. One said that the child should be integrated at first grade level, after completing the first grade in the special school in order to give him the opportunity to adjust to the situation with academic pressure somewhat removed. Another said that the child should be integrated at a level where he can perform near the chronological age of his classmates.

QUESTION 19: ARE COUNSELING SERVICES AVAILABLE TO THE STUDENTS? THE TEACHERS? WHO DOES THIS? (Figure 17, p. 63).

The use of counseling services varies from program to program, but the following personnel were listed as providing this service to teachers, parents, and children:

INDIVIDUALS RECEIVING COUNSELING	COUNSELOR
Teacher	Teacher of the Deaf Head Teacher Psychologist Administrator (Special Education Director, Coordinator, etc.) Audiologist Resource Personnel Counselor Hearing Clinicians Academic Tutors
Child	School Nurse Social Worker Teacher of the Deaf Psychologist Diagnostician Regular Classroom Teacher Child Development Counselor (guidance counselor) Child Guidance Center County Level Counselor (coordinator) Resource Teacher
Parent	Early Childhood Service Counseling Service Parent Coordinator Home-School Counselor

FOR WHOM ARE COUNSELING SERVICES AVAILABLE?



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RESPONSES N = 138
RESPONDENTS N = 56
NO RESPONSE
GIVEN N = 44

FIGURE 17

CONCLUSION

It is the hope of the staff of Project NEED that the data contained herein will be regarded by readers in the most non-prescriptive light possible. It was not the intent nor purpose of this paper to champion one approach to integration over another, rather to offer a composite picture of some of the problems encountered in integrated programming for hearing impaired children across the nation and the strategies used to overcome them as seen and practiced by representative personnel who are immediately involved. In its composite nature, the data does not describe any one program more completely then another. Numerical descriptions, graphs, and percentages are helpful in building conceptual frameworks and in guiding one's thinking, but it must be remembered that such aids are merely artifacts of the information gathering processes and summarization methods used, and do not, in and of themselves, accomplish any purpose beyond description.

Action is what is required to improve or expand integrated education for hearing impaired children. If the data or analyses contained herein help guide such action or serve as a point of departure for professional personnel to begin a critical re-evaluation of their current practices, then it will have served its purpose and justified the expenditure of the many hours of labor used in its preparation, and also serve as a partial recompense to the many thoughtful and cooperative people without whose input such an undertaking would have been impossible.

In its entirety, the paper is basically involved with systems management, and it is non-prescriptive precisely because the organic nature of systems development prohibits a more directive stance. It is the responsibility of administrators, parents, teachers, and the children, themselves, to devise and work within a system that serves their needs, feelings, and expectations, to flesh out skeletal guidelines within the immediate and textual content of their daily lives. We can only hope to facilitate the process by offering this data to public scrutiny, and use it to steer the thinking of the project staff in regard to future work.

APPENDIX A-1

INSTRUCTIONS TO PARTICIPANTS

As a seminar participant, you will be asked to discuss the topics outlined in the objectives and the agenda. The questions are designed to help you organize your thoughts and to guide you in preparing for the seminar. They are typed as a worksheet to allow you to jot down your ideas. However, for our information, and to simplify our notetaking, we will ask you to turn in these forms to us after the seminar meeting. If you wish to keep a copy for your files, please bring a Xerox copy to hand in.

Please refer to the stated objectives to help guide you in your thinking. Each participant will be asked to contribute to the general discussion while the staff takes notes. Please check each point as it is discussed and contribute only new topics to the discussion. This will help reduce repetition and will expedite our information gathering.

REGIONS

Region I	Minneapolis	October 30, 1972
Region II	Detroit	October 31, 1972
Region III	Washington, D.C.	November 1, 1972
Region IV	Atlanta	November 2, 1972
Region V	St. Louis	November 3, 1972
Region VI	Dallas	November 4, 1972
Region VII	Portland	November 9, 1972
Region VIII	San Francisco	November 10, 1972
Region IX	Los Angeles	November 11, 1972
Region X	Orlando	November 13, 1972

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RESPONDENT ______________________________

POSITION ______________________________

PROGRAM NAME ______________________________

NUMBER OF FACILITIES ______________________

NUMBER OF SCHOOLS ________________________

NUMBER OF TRAINED TEACHERS OF DEAF ____________

OTHERS (NOT SPECIFICALLY TRAINED) SPEECH THERAPISTS, GUIDANCE COUNSELORS, ETC. ________________

CHILDREN:

TOTAL ENROLLMENT FOR COUNTY OR SCHOOL SYSTEM (IF KNOWN) _________

TOTAL NUMBER HEARING IMPAIRED CHILDREN SERVICED BY DISTRICT ______

TOTAL NUMBER OF HEARING IMPAIRED CHILDREN IN SELF-CONTAINED CLASSES IN DISTRICT (NON-INTEGRATED) ______

TOTAL NUMBER OF HEARING IMPAIRED CHILDREN IN REGULAR CLASSES FULLY INTEGRATED ______

1. LIST AND BRIEFLY DESCRIBE WHAT YOU CONSIDER TO BE THE MAJOR PROBLEMS OF INTEGRATION IN YOUR PROGRAM:
2. DISCUSS EACH PROBLEM IN RELATIONSHIP TO SOLUTIONS AND STRATEGIES ATTEMPTED WITHIN YOUR FACILITIES:
3. DISCUSS OTHER POSSIBLY VIABLE SOLUTIONS FOR EACH PROBLEM WHICH HAVE, AS YET, NOT BEEN TRIED WITHIN YOUR PROGRAM:
4. LIST AND DESCRIBE THE UNMET NEEDS OF THE INTEGRATED CHILDREN IN YOUR FACILITY:
5. HOW MANY CHILDREN (PERCENTAGE) ARE NOT INTEGRATED? ____________________
6. WHY?
7. WHAT COULD BE DONE TO FACILITATE THE INTEGRATION OF SOME OF THESE CHILDREN?
8. WHAT TYPES OF ANCILLARY SERVICES ARE AVAILABLE IN YOUR PROGRAM TO SUPPORT THE INTEGRATED CHILDREN?

NUMBER	TITLE	JOB DESCRIPTION	RATIO TO STUDENTS

9. HOW ARE THE REGULAR TEACHERS PREPARED FOR THE HEARING IMPAIRED STUDENTS ENROLLMENT IN THEIR CLASSES?

10. WHAT MATERIALS ARE USED TO HELP EXPLAIN THE NEEDS OF HEARING IMPAIRED CHILDREN TO REGULAR CLASSROOM TEACHERS (TAPES, PAMPHLETS, FILMS, LECTURES, ETC.)?

MODE OF PRESENTATION	AVAILABLE TO PUBLIC	COST	PROJECT

11. HOW DO YOU PROVIDE FOR FOLLOW-UP AFTER CHILDREN HAVE BEEN INTEGRATED?

12. HOW DO YOU MAKE THE TRANSITION INTO THE CURRICULUM AND TEXTBOOKS OF THE REGULAR CLASSROOM? ARE THEY DIFFERENT FROM THE HEARING IMPAIRED CURRICULUM AND TEXTS?

13. WHAT CRITERIA IS USED TO EVALUATE THE SUCCESS OF AN INTEGRATED CHILD?

14. UNDER WHAT CONDITIONS WOULD A CHILD BE REMOVED FROM AN INTEGRATED SETTING?

15. BRIEFLY DESCRIBE THE PHILOSOPHY OF THIS PROGRAM TOWARDS INTEGRATION OF THE HEARING IMPAIRED?

16. BRIEFLY DESCRIBE THE ORGANIZATION OF THE PROGRAM, INCLUDING THE ROLES OF ADMINISTRATORS SPECIALISTS, REGULAR CLASSROOM TEACHERS, AND ANY VOLUNTEER OR PARA-PROFESSIONALS. (IF POSSIBLE, PROVIDE OR ATTACH AN ORGANIZATIONAL CHART ON A SEPARATE SHEET OF PAPER). [THIS QUESTION IS NOT INCLUDED IN THE WRITTEN ANALYSIS]

17. BRIEFLY DESCRIBE THE NATURE AND TYPES OF INTEGRATION TAKING PLACE IN THIS PROGRAM:

18. BRIEFLY DESCRIBE THE CRITERIA USED BY THIS PROGRAM TO DETERMINE WHO WILL BE INTEGRATED AND WHEN, WHERE, AND WHAT DEGREE OF INTEGRATION WILL TAKE PLACE:

19. ARE COUNSELING SERVICES AVAILABLE TO THE STUDENTS? THE TEACHERS? WHO DOES THIS?

APPENDIX G

HOW TO USE SYSTEMS O.N.E.

Orientation
Normal
Environment

FOR FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSES

Produced by the staff of Project NEED
Department of Special Education
University of Utah
in conjunction with the departments of
Educational Research and Educational Media

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PREFACE

By constitutional right and legislative and judicial mandate, public schools in the United States are responsible for equal educational opportunity for all children. Among those children, who are granted equal rights, are thousands of hearing impaired individuals who, for a variety of reasons, are not privileged to be enrolled in regular school classes. The dearth of orientation information about hearing impaired children and the lack of qualified professional personnel to work with them, are frequently listed as the most common reasons for their exclusion from the mainstream of education.

Because of the obvious need, therefore, for orientation materials to facilitate the acceptance and involvement of hearing impaired children into regular school classes, the package of materials described in this introductory manual was designed and produced. It provides the following information:

1. A list (credits) of the staff and consultants who assisted with the project.
2. A discussion of the major purposes of Project NEED.
3. A description of the Systems O.N.E. package.
4. The identification of basic concepts needed for meaningful implementation of Systems O.N.E.

5. The recommended order for filmstrip presentation.

6. The recommended procedure for conducting workshops.

7. The groups for whom Systems O.N.E. is useful.

8. Glossary of terms.

CREDITS

The staff of Project NEED wishes to thank the numerous people who have given their expertise and support to this project and have helped in many untold ways. Without their input, such an undertaking would have been impossible.

Thanks, also, is gratefully expressed to our present consultant team whose wisdom and encouragement buoyed us up throughout the development, implementation, and completion of the project.

Credit is given to Edwin Mears whose diligent efforts assisted in launching the project and in accomplishing the purposes of the first year.

Over the three year period (1971-1974) the staff included:

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HOW TO USE SYSTEMS O.N.E.

The nine sound filmstrip modules designed and produced by the staff of Project NEED (Normal Educational Environment for the Hearing Impaired) have universal educational versatility. The materials offer orientation information for regular classroom teachers, resource specialists, parents, administrators, special educators, and others who might be or who are presently involved in the educational programing of hearing impaired children.

The modules provide a source of new knowledge to some and a meaningful review for others. Used skillfully, they are capable of serving as facilitators of dynamic group interaction. Thus, their appropriate utilization becomes an opportunity to share ideas about attitudes, strategies, and educational processes needed in generating an orderly systems approach to the meaningful placement of hearing impaired children into regular classrooms.

The SYSTEMS O.N.E. package contains:

one (1) introductory booklet

nine (9) filmstrips on integration, including:

Language	To orient the regular classroom teacher to the concept of language development as it pertains to hearing and hearing impaired children; classroom techniques for improving language development.
Classroom Management	To orient the regular classroom teacher to the causes of frustration in the hearing impaired child and strategies to decrease or eliminate undesirable behaviors caused by frustration and anxiety.

Peer Orientation	To orient the regular classroom teacher to possible strategies for involving hearing classmates with the hearing impaired children in the class.
Classroom Communication	To orient the regular classroom teacher to ways of facilitating speechreading and practicing basic auditory training in the regular classroom.
Family Orientation	To orient family members to their roles in developing integration readiness in hearing impaired children. Included are suggestions on how the family might be involved in integration activities in the school, and the community.
Speech	To orient regular classroom teachers to the speech difficulties of hearing impaired children; ways to maintain and improve speech in the regular classroom.
Administrative Guidelines	To orient administrators to the organizational parameters of an integration program; discusses liaison, parent involvement, and recommendation for teacher selection.
Hearing Aids	To orient the regular classroom teacher to the types of hearing aids; basic troubleshooting techniques discussed along with minor hearing aid repari suggestions.

nine (9) cassette tape narrations to accompany filmstrips

nine (9) narration guides

two (2) supplementary pamphlets

Titles: Review of Literature: Integration of Exceptional Children into Regular School Classes, (Revised Issue) 1973, University of Utah.

Integration of the Hearing Impaired: Educational Issues, 1972, University of Utah.

Concepts Basic To the Effective Use of Systems O.N.E.:

1. Systems O.N.E. is most effective when used with the guidance and assistance of a person who is knowledgeable in integration procedures.

2. Integration is a process, as well as a goal.

3. The process of integration should be thoroughly explained through inservice orientation and supplemented with supportive services and continuous monitoring supervision.

4. The process of integration is enhanced through positive attitudes and constructive work by all who are involved including administrators, teachers, support personnel, and parents.

5. The success of integration programs depends, in part, on team effort, cooperation and communication.

6. Successful integration also depends, in part, upon the proper fitting and consistent use of appropriate hearing aids.

7. Children should be evaluated carefully prior to being integrated to insure proper placement and delivery of support services.

8. Hearing impaired children should have the opportunity to participate in a regular school program to some degree regardless of the degree of hearing loss.

9. In the process of integration, children who are integrated should actively participate in classroom experiences. Attending in a regular classroom without appropriate participation does not indicate that the child is actually progressing.

Orientation Options:

Systems O.N.E. is designed to be used flexibly. It contains nine modules of information each of which may be used separately. However, use of the complete package is advisable since some overlap does exist and review is effective in reinforcing the knowledge contained in the filmstrips. The filmstrips may be viewed separately in any order, depending on the observer's need or interest. However, some of the filmstrips are more general and are therefore more suitable to initiate an orientation session. The following sequence may be helpful to the user:

General orientation topics: (use these first in any order)	Classroom Communication Peer Orientation Family Orientation

Specific skill topics: (use in any order as needed)	Reading Speech Hearing Aids Classroom Management
Very Specific topic:	Administrative Guidelines

The authors strongly urge the implementation of a follow-up procedure to accompany the use of the filmstrips, since the package primarily contains general information, i.e. not specific to individual children. A specific orientation regarding individual children who will be integrated, is necessary to help promote the regular classroom teacher's feeling of confidence. Interpretation is needed regarding functional abilities, specific characteristics of academic, social and personal performance and other individual differences among hearing impaired children. Hence there is great value in group interactive sessions through seminars and/or inservice programs to share ideas and skills.

The material in the narration guides is written for individual study as well as to facilitate group discussion. The individual teacher may use the questions and bibliographic material to delve further into the information presented. In addition, these sections might be used to help formulate questions to ask support personnel.

RECOMMENDED PROCEDURE FOR CONDUCTING WORKSHOPS:

The filmstrips are equally effective when used in group orientation sessions. The following suggestions might be used for conducting group orientation workshops with regular classroom teachers.

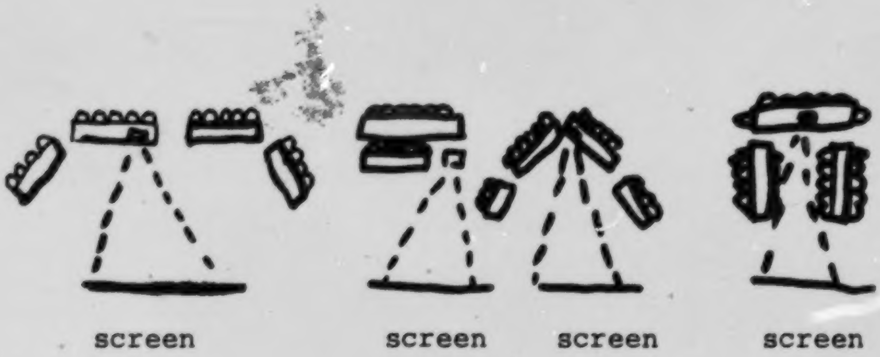
Prior to Workshop:

1. Familiarize yourself with the filmstrips and narration guides. Decide on the order in which you wish to use them. This should be done prior to the beginning of the workshop.

2. Set up projector and recorder. Connect automatic advance, if used. Check screen alignment.

3. Arrange the narration guides in order for easy distribution.

4. Arrange seating to facilitate viewing and discussion. Suggested arrangements:



5. If you are showing several filmstrips, you may wish to arrange for refreshments, lunch, or stretch breaks. Budget your time accordingly.

6. Have you thought about:

    - name tags?
    - attendance sign-up sheets?
    - information packets containing the narration guides, for each participant?
    - extra paper and pencils?
    - sound equipment for large groups?
    - guest speakers or panelists who are experts on a specific topic?

- premailing of agenda and other information?

- using the bibliographies as required reading for indepth study of each filmstrip?

- giving a 9 week course using one filmstrip each week along with guest speakers, required reading and discussions?

- using the Do-It-Yourself Follow-up Guides to help you and your teachers implement the suggestions offered in the filmstrips?

Procedure for Beginning Each Workshop:

1. Make any introductory remarks which may be appropriate to the workshop.

2. Identify the purpose of the workshop and topics to be covered. You may want to include these general ideas:

   a. It is an orientation meeting or workshop.

   b. The filmstrips present ideas, suggestions, and examples which are by no means always applicable or all inclusive. Individual interpretation will be given.

   c. Follow-up will be provided by the district.

   d. There will be a discussion period following each filmstrip, etc.

Procedure for Each Filmstrip:

1. Distribute the appropriate narration guides to participants if you haven't already done so. Allow a few minutes for them to browse through the guide if necessary. Tell them in advance if they will be asked to discuss the filmstrip after it has been shown.

2. Start projector and tape recorder.

3. After the filmstrip has been viewed, ask the participants to look at the probe questions which are printed in the narration guide and write their ideas on a piece of paper or simply begin discussing each question.

4. Conduct a discussion using the probe questions. Refer to the printed narration guide if necessary, but encourage creative answers. Do not feel that you are limited to the ideas presented in the filmstrip. This should be a learning experience for everyone.

5. Proceed to next filmstrip OR conclude session.

Procedure for Concluding Session:

1. Make any concluding remarks which you feel are appropriate to the workshop.

Ancillary Orientation:

Although these filmstrips are directed to regular classroom teachers, you may find some or all of them useful for orientation and public relations with the following:

Family

parents
siblings
relatives
parent groups, (i.e. organization of parents of hearing impaired children)
neighbors

School

teachers of the hearing impaired
school principals
school administrators
school boards
supportive personnel, (i.e. speech clinicians, itinerent teacher, psychologists, etc.)
counselors
teacher aides
teacher trainees
P.T.A. groups
peers
school personnel, (i.e. janitors, bus drivers, cafeteria help, etc.)

Community and Civic groups

Professional Services, (i.e. medical people, audiologists, speech therapists, social workers)
Civic and Service Clubs, (i.e. J.C.'s Kiwanis, Lions, womens groups)
Employers and other business groups
Legislators
Religious groups
Educational T.V.

Add you own list!

GLOSSARY OF TERMS

hearing impaired - the generic term applied to every child who has a hearing loss which is educationally and/or developmentally significant.

integration - the education of hearing impaired children either partially or fully in regular classrooms.

cross integration - an educational arrangement in which an exchange of hearing and hearing impaired children takes place between regular classes and self-contained classes.

reverse integration - an educational arrangement in which hearing children join the self-contained class for specific activities.

regular classroom teacher - any trained teacher who has not received formal training to teach hearing impaired children but who has been trained to teach in a regular classroom.

regular school - any school in which the majority of the children do not have hearing impairments. The school is not designated as a special education center.

regular class - any class in which the majority of the children do not have hearing losses.

support services - services to help facilitate integration of children by assisting them with speech, language, listening skills, academic subjects, or socio-emotional growth. Support services may be given to support regular classroom teachers in the form of information, suggestions or teaching assistance.

special resource person - a person who may be designated to perform in one or more support roles to assist hearing impaired children and regular classroom teachers. Tasks often include staffing a resource room, coordinating integration programs, directing inservice programs, counseling with the child or teacher, or perform the functions of an academic tutor, etc.

academic tutor - a person other than the child's teacher who assists the child with his academic studies, generally on a one-to-one basis, outside of the regular classroom but during the regular school day.

speech clinician - a professional who assumes a variety of roles to help integrate hearing impaired children into regular classes. They include speech, language and training of residual hearing for children, consultant services to classroom teachers and administrators, and acting as resource specialists and participants in a multidisciplinary team effort to develop new services.

self-contained classes - a generic term used to identify classes for "special" children. Children in self-contained classes have limited contact in the academic setting with children who have normal hearing.

buddy system - hearing children assist hearing impaired children in various aspects of their educational and social experiences. They function as peer tutors occasionally and hearing helpers.

CLASSROOM COMMUNICATION

PROJECT NEED
"FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN
INTO REGULAR SCHOOL CLASSROOMS"

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1974

CLASSROOM COMMUNICATION

You can provide adequate conditions for speechreading and auditory training in the regular classroom. This filmstrip will suggest:

1. techniques for lesson presentation and environmental modifications.
2. modifications in environmental conditions for facilitating speechreading in the classroom.
3. methods of presentation which make speechreading easier for the hearing impaired child.
4. ways of incorporating auditory training into regular classroom activities.

3/12/74

CLASSROOM COMMUNICATION
FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	You and your students probably never give classroom communication a second thought. It just seems to come naturally as you watch and listen to the day's activities.
2	But the hearing impaired child in your classroom must concentrate on understanding subject matter and ideas and he must concentrate on understanding communication, that is the things people say.
3	This filmstrip explains some basic facts about speechreading and auditory training and offers strategies for providing adequate conditions in which hearing impaired children can best function as well as suggested methods of presentation.
4	We refer to understanding communication through visual clues as "speechreading". Clues which are useful in understanding include what is seen on the speaker's lips, the facial expression, and body movement.
5	We have all had the experience of speechreading at one time or another. Remember that noisy gathering where the music and the chatter forced you to concentrate on the speaker's lips to understand what he was saying? In such noisy situations, you were reading the environment just as children with limited hearing do.
6	Most hearing impaired people also have some remaining hearing or "residual hearing." They can learn to gather important auditory clues which, when added to visual clues, make understanding of speech possible.
7	While no two hearing impaired individuals have the same amount of residual hearing, nor do they use their hearing in exactly the same way, most can learn to capitalize on what they do have to help them understand communication.
8	Have you ever had the experience of trying to talk to someone through a glass window? It is very difficult to hear what the other person is saying, but you may be able to get the message by listening very carefully and watching for visual clues.

Frame	Narration
9	How can you facilitate speechreading and the development of listening skills in your classroom?
10	Whenever possible, try to arrange your teaching area so that the hearing impaired child can sit near you and see most of his classmates as well. However, try not to have the child sit so close to you that he must look up to see your face.
11	Speechreading is easier for the hearing impaired child when the source of light is at his back. Stand so that the light from the windows is on your face and not in the child's eyes.
12	To help the child who needs to speechread, try to face the class directly when you speak. You may wish to use an overhead projector to maintain eye contact with the class while you write the information on the screen. The advantage in this is that the hearing impaired child can see your face clearly at all times.
13	Fancy hairstyles, mustaches, and beards sometimes distract attention from the lips or hide the face. While these styles are a matter of personal taste, it's well to take them into consideration if the hearing impaired child has difficulty understanding you.
14	Elements of your teaching which influence understanding include rate of speech, clarity of articulation, use of visual materials, and organization of information.
15	Speak as you normally do. Do not overarticulate or speak too slowly, inasmuch as the child will have been taught to speechread normal speech. Exaggerations only make things more difficult for him, since they tend to alter the normal rate and rhythm of speech.
16	Make use of visual aids such as pictures, slides, and films or real objects to teach new concepts in a concrete and meaningful way.
17	It may be helpful to provide a vocabulary list using new vocabulary words with definitions and written in sentences. It is important for the hearing impaired child to see each word spelled correctly, associated with specific definitions, and used in a variety of contexts.
18	Encourage the child with a hearing loss to let you know when he misunderstands what you have said. If he has a question, rephrase your statement using different words and short, simple sentences.
19	It's essential for the children in your class to be familiar with the concepts and vocabulary you are using. Outlines, summarizations, prereading of assignments, and visual aids all help to introduce vocabulary and to prepare the children for a lesson.

Frame	Narration
20	Clear introductions to each new topic will help signal the beginning of a new train of thought. Try not to jump from topic to topic since that is very confusing to most children.
21	After you have covered a new or complex point, try to summarize or repeat the important aspects to give the children a second chance to grasp the idea.
22	To a child who speechreads, many words look alike on the lips. The confusion that results from these look-alikes, or homophonous words, can be partially eliminated by using them in context. Try to avoid using single words or incomplete sentences which may be confusing.
23	The classmates can also help facilitate the child's speechreading. Ask them to speak normally when giving oral reports and make certain they stand where the hearing impaired child can see them. Encourage them to use visuals such as pictures, homemade slides, opaque projections, and transparencies.
24	During class discussions, the hearing impaired child may sometimes have difficulty following the conversation of the class members. You may occasionally want to summarize the most important points made.
25	Written tests, rather than oral, are easier to follow. Communication difficulties may present an obstacle when the hearing impaired child is trying to speechread oral questions and write the answer at the same time.
26	One way to overcome this is to write questions on the overhead projector and reveal them one at a time, thereby preserving the essential elements of an oral test.
27	A spelling test may be given in the same way using contextual sentences with blanks in place of test words. Let the child speechread the test word when you say the complete sentence.
28	When the class views a film, all children should be expected to be responsible for material covered. However, the hearing impaired child should also be provided with some supplemental material about the script.
29	Outlines, summaries, and books on the same subject or written scripts, if available, may be helpful to him.
30	Some films are available with captions so that the hearing impaired child can get some of the information from reading the titles.
31	Speechreading becomes easier when the hearing impaired child uses his residual hearing to obtain additional clues.

Frame	Narration
32	Most hearing impaired people have some residual hearing which they can use to help them understand speech. However, in order to get maximal use of residual hearing, they must be taught specific listening skills throughout their education.
33	Depending upon a child's amount and functional use of residual hearing and his consistent use of an appropriate hearing aid, he may be able to use language masters, cassette recorders, and listening stations.
34	With special amplification equipment such as an induction loop, mini-loops, or portable auditory trainers, hearing impaired children can get direct amplification from television sets, radios, phonographs, film projectors, and tape recorders.
35	The special resource person will discuss the availability and practicality of using such equipment in your classroom with the child you have.
36	Since the development of listening skills is usually a part of the curriculum in the early education of young children, auditory training for hearing impaired children can be done in a natural and uncontrived way in the regular class. Elaborate equipment is not absolutely necessary but a well fitted hearing aid is a must.
37	The hearing aid, if worn consistently and used properly can be a great asset to the hearing impaired child by bringing him in contact with sound. It will not, however, create normal hearing for the wearer. Full-time usage of a hearing aid is necessary for effective class participation, so encourage the child to wear his hearing aid at all times.
38	Using the child's personal hearing aid, you can teach him many listening skills through lessons in phonics and rhythmic speech patterns and by providing other auditory experiences.
39	The hearing clinician will continue to do auditory training with the child. Classroom activities which require listening skill should be brought to her attention so that she may help with individual work.
40	Remember that intensive listening and speechreading require the complete attention of the child with limited hearing. This can be very fatiguing so if the child's attention wanders, allow for opportunities for recreational activities.
41	By implementing the suggestions offered in this filmstrip, you will find it easier to understand the child with limited hearing. He in turn will find it easier to understand you and his classmates.
E	(Title)
F	(Title)

filmstrip: CLASSROOM COMMUNICATION

Do-It-Yourself Follow-Up Guide

- Arrange your teaching area so that the hearing impaired child can sit near you and see most of his classmates as well.
- Stand so that the light from the windows is on your face and not in the child's eyes.
- Try to face the class directly when you speak. To maintain eye contact with the class, you may wish to use an overhead projector thus facing the class when you are writing on the screen.
- Take care that fancy hairstyles, mustaches and beards do not hide the face or distract attention from the lips.
- Speak as you normally do. Don't exaggerate.
- Make use of visual aids such as pictures, slides and films or real objects to teach new concepts in a concrete and meaningful way.
- Provide the hearing impaired child with a vocabulary list using new vocabulary words with definitions and written in sentences.
- Encourage the child with a hearing loss to let you know when he misunderstands what you have said. Then rephrase your statement using different words and short, simple sentences.
- Use outlines, summarizations, prereading of assignments, and visual aids to help introduce vocabulary and to prepare the hearing impaired child for a lesson.
- Signal the beginning of a new train of thought by using clear introductions to each new topic.
- Summarize or repeat the important ideas after you have covered a new or complex concept.
- Avoid using single words or incomplete sentences especially if using homophonous words (words which look alike on the lips) as they may be very confusing to the hearing impaired child. Use them in context.
- Encourage classmates to speak normally when giving oral reports and make certain they stand where the hearing impaired child can see them.
- Use visuals (pictures, homemade slides, opaque projections and transparencies).
- Summarize the most important points made in class discussions if the hearing impaired child has difficulty in following the conversation of class members.

- Use of written tests rather than oral ones is better for the hearing impaired child. Using the overhead projector by revealing one question at a time may be used thereby preserving the essential elements of an oral test.
- Provide the hearing impaired child with some supplemental material about the script before and after viewing a film. Use outlines, summaries and books on the same subject or written scripts for this purpose.
- Talk to your integration specialist or special resource person about making use of residual hearing.
- Make the best use of a child's residual hearing by encouraging him to use his hearing aid at all times and by finding out from your resource person if special amplification equipment might help him make use of television sets, radios, phonographs, film projectors and tape recorders.
- Talk to the hearing clinician about classroom activities which require listening skills so that she may incorporate them into her individual work in auditory training with the hearing impaired child.
- Allow opportunities for recreational activities since intensive listening and speechreading by the hearing impaired child can be very fatiguing.
- Don't have the hearing impaired child sit so close to you that he must look up to see your face.
- Don't over-articulate or speak too slowly since hearing impaired children have been taught to speechread normal speech.
- Don't jump from topic to topic in class discussions as this is very confusing to a hearing impaired child.

CLASSROOM COMMUNICATION - SITUATIONS

1. Situation: You are writing new reading words on the chalkboard. As you do this, you explain the words and ask questions of the children in the reading group. Sharon (hearing impaired), a capable reader and otherwise active participant in group discussions, can't seem to answer questions asked about the new words. For what reasons might Sharon not be responding? How might you avoid or overcome each of the communication "breakdowns" mentioned above?

2. Situation: Peter (hearing impaired) always tries to dominate small group discussions in class. Sometimes his remarks are relevant and worthwhile; often they are off-the-point and time-wasters. His constant talking is beginning to irritate you and his classmates. Why might Peter be trying to dominate discussions? What might you do to change this behavior?

3. If a hearing impaired child has difficulty using his residual hearing, how can you help him?

4. If he has difficulty speechreading what could you do to help him?

5. How can you provide supplementary material for the hearing impaired child to assist him in viewing films without spending a great deal of extra preparation time?

6. How do you evaluate the progress made in your class? In what ways can you facilitate testing the hearing impaired child's progress?

BIBLIOGRAPHY

CLASSROOM COMMUNICATION

Ford, F. G. "Reactions of the Hearing Impaired Child to School Situations." Peabody Journal of Education, XLVI (November, 1968), pp. 177-179.

The author considers the three most important difficulties for the student with impaired hearing and discusses them in depth. They include his difficulty in following oral schoolwork, his problem of social adjustment and the low opinion of himself that may develop. Understanding offered by the teacher is given as the most important therapy for this hearing impaired child.

Formaad, W. "Help for the Child with Impaired Hearing." NEA Journal, LIV (December, 1965), pp. 45-47.

This article is written for those teachers who have or might have hearing impaired children in their classes. It includes practical suggestions similar to the ones offered in this filmstrip package.

Hunter, Madeline. "There's an Art to Giving Directions." The Instructor, 81 (March, 1972), pp. 70-71.

The author suggests reasons why students don't follow direction and lists suggestions for improving the understandability of directions.

Northcott, W. H. "A Hearing Impaired Pupil in the Classroom" The Volta Review, LXXIV (February, 1972), pp. 105-108.

The author lists general information regarding hearing aids, effectiveness of the aid, and the importance of residual hearing toward communication skills.

Northcott, W. H. "The Integration of Young Deaf Children into Ordinary Educational Programs." Exceptional Children, XXVIII (September, 1971), pp. 29-32.

The author states her belief that preprimary hearing impaired children should be given every chance to develop sufficient early listening and speaking skills. This experience should include early parent support and multiple service options such as nursery school experience with hearing children. The article delineates criteria for the selection of candidates for realistic integration and includes a description of the roles of the diagnostic teacher and a variety of supportive specialists.

Pollack, D. and Ernst, M. "Don't Set Limits: Expectations for Preschool Children." The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 156-162.

The development of listening skills through the use of hearing aids is described, and suggestions are given to the teacher for structuring the auditory environment of the nursery school so that the hearing impaired child can learn to interact and communicate verbally with others.

Pollack, D. and Ernst, M. "Learning to Listen in an Integrated Preschool." The Volta Review, 75 (September, 1973), pp. 359-367.

Rationale for integration and helpful suggestions for the regular classroom teacher concerning hearing aids, peer orientation, auditory training, encouraging verbal interaction, and developing and expanding language are discussed. The article also discusses parental involvement in the integration process.

Pollock, M. B. and Pollock, K. C. "Letter to the Teacher of a Hard-of-Hearing Child." Childhood Education, 47 (January, 1971), pp. 206-209.

General suggestions for helping the child with limited hearing in the regular classroom (especially dealing with language).

Rollins, Joan C. "I Heard That! Auditory Training at Home." The Volta Review, 74 (1972), pp. 426-431.

The importance of utilizing residual hearing is presented along with suggestions for auditory training using materials at hand. Written for parents but useful for the classroom teacher.

Stinson, M. "Group Communication for the Deaf." The Volta Review, LXXIV (January, 1972), pp. 52-54.

The author discusses the question of how a hearing impaired person communicates and participates effectively in a group where the other members are hearing people. He presents some of the problems and makes suggestions which may help to make speechreading easier.

CLASSROOM MANAGEMENT

PROJECT NEED
"FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSROOMS"

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1974

CLASSROOM MANAGEMENT

For successful integration, the hearing impaired child must first be thought of as a CHILD. However, natural anxieties may result from dealing with a hearing loss. With positive reinforcement used to eliminate undesirable behavior, the child can develop self-confidence and independence through his regular classroom experience. This filmstrip presents:

1. ways to alleviate the sources of anxiety for the hearing impaired child.
2. ways in which positive reinforcement may be used as a means of altering undersirable behavior.
3. ways of treating hearing impaired students like other students, to expect the same conduct from them, and place comparable responsibility upon them.

3/8/74

CLASSROOM MANAGEMENT
FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	(Title)
2	One of the things mankind has learned since the advent of air travel, mass communication, and international relations is that, despite our differences we are all pretty much alike. We are learning to regard differences as necessary elements of the learning environment.
3	We are also learning that children with hearing losses have a right to be part of the excitement of life experienced by all children. Their needs and aspirations will develop just as do those of other children.
4	Just as with other children, a normal range of behavior may be expected to occur in hearing impaired children. Hearing loss does not cause abnormal behavior. For this reason, children with limited hearing should be expected to meet general classroom standards - especially behavioral standards.
5	Although you should expect a normal range of behavior from all of the children in your class, many children must deal with unique difficulties which result from temporary or long-range problems in their environment.
6	The strategies offered in this filmstrip will help you to understand the hearing impaired child and to effect any behavioral changes which you might feel are necessary.
7	Children with limited hearing may face difficult situations in their everyday lives just like the other children. So that you can recognize these factors and help overcome them, we will discuss several elements of anxiety. However, keep in mind that few children will face all of these problems at once.
8	Anxiety may result from several different factors. They include lack of communication, unexpressed emotions, and increased competition.

Frame	Narration
9	The child's communication skills may not adequately meet his needs in the new classroom. Not only must he learn the new concepts that you teach, but he must concentrate on the way he expresses himself and the way he uses his vocabulary.
10	He may also miss parts of T.V. programs, classroom discussions, social conversations and other listening activities.
11	Children with limited hearing may feel rejected by peers because they misunderstand what is being said during rapid conversations.
12	Because of possible language and vocabulary problems, it may also be difficult for some children with hearing losses to express their feelings and emotions.
13	Some hearing impaired children may also feel stress and anxiety in an integrated setting because they must learn to share class time with greater numbers of classmates.
14	Just as with other children, the cumulative effect of these anxieties may trigger compensatory behaviors such as aggressiveness or withdrawal. By reducing unnecessary frustrations and helping the child cope with his feelings, the potential for these behaviors will be reduced.
15	Here are some suggestions for helping the hearing impaired child cope with his anxieties.
16	Regular classroom activities will enrich both language and vocabulary development. An itinerant teacher or an academic tutor can also help by working individually with the child.
17	A speech clinician will be able to help develop communication skills through individual work in voice, articulation and the use of listening skills. This specialist can also offer suggestions for use in the classroom.
18	If your school system has limited resources for support personnel, contact your local or state special education director. While each state has different funding patterns and service delivery systems, it may be possible to obtain assistance through the state.
19	Other reasons for inappropriate behaviors may be boredom, lack of challenge, or a poor self-concept. Give the children more responsibility and meaningful tasks to increase their motivation and interest.
20	Children learn responsibility by being responsible. They learn to take more initiative through guidance from teachers, parents and other adults. Rewards for attempts are important because they help children know what behaviors are acceptable to the very important people around them.

Frame	Narration
21	A good way to reduce compensatory behaviors is to reinforce desirable behaviors with praise and a smile. At the same time, try to pay less attention to inappropriate behaviors. Constant negative demands such as "be quiet," "stop," "sit down" will only serve to reinforce negative behaviors by calling attention to them.
22	Devise a plan which will effect gradual change and improvement in the behavior of hearing impaired children. If positive and consistent action are a part of your plan, you can avoid reacting in an inappropriate, inconsistent, and probably unproductive manner. Give your plan a fair trial before deciding if it is effective or not.
23	With the causal elements of compensatory behaviors clearly in mind, solutions and strategies will become apparent to you. Here are some additional ways to encourage acceptable behavior and constructive attitudes on the part of all of the children in your class.
24	If there is more than one hearing impaired child in your classroom, they may have a tendency to cluster together. You may want to arrange seating which separates them from each other to increase the independence of each child as well as to increase their interaction with other classmates.
25	A simple explanation of how you would like the children in your classroom to behave should be helpful to the child with a hearing loss. If classroom conditions change so that previously acceptable behaviors are no longer acceptable, or if rules apply only in certain settings and not in others, explain the circumstances or changes to all the children.
26	Children should be made aware of the natural consequences of their behavior; these consequences should be consistent with pre-determined guidelines.
27	Regular classroom placement is a great way to develop the independence of children with limited hearing. They will learn to rely less on special attention for reinforcement and more on the experience and interaction with their classmates and you.
28	In changing behaviors, even the most effective methods of modification take effect gradually and setbacks sometimes occur. Children who have confidence in themselves and in their environment will be well on their way to productive lives in the mainstream.
E	(Title)
F	(Title)

3/6/74

filmstrip: CLASSROOM MANAGEMENT

Do-It-Yourself Follow-Up Guide

- Treat hearing impaired children as you do other children in the class and expect him to meet general classroom standards - especially behavioral standards.

- To help language development, have the hearing impaired child participate in all regular classroom activities.

- Get suggestions from the speech clinician on how you might help development of communication skills in the classroom. If this type of support personnel is unavailable to you, it may be possible to obtain assistance through your local or state special education department.

- Give the children more responsibility and meaningful tasks to increase their motivation and interest, thus helping to eliminate boredom, lack of challenge or a poor self-concept.

- Reinforce desirable behaviors with praise and a smile and try to pay less attention to inappropriate behaviors.

- Avoid constant negative demands such as, "Be quiet," "Stop," "Sit down."

- Devise a plan which will effect gradual change and improvement in the behavior of hearing impaired children. Give your plan a fair trial before deciding if it is effective or not.

- Have hearing impaired children sit separate from each other to increase the independence of each child as well as to increase their interaction with other classmates.

- Explain to the hearing impaired child how you would like the children in your classroom to behave. If conditions change so that behavioral expectations change, be sure to explain this change to the hearing impaired children as well as to all the children in your classroom.

- Make all children aware of the natural consequences of their behavior.

- Be prepared for gradual changes in modification of behaviors and possibly even setbacks. This is normal change.

CLASSROOM MANAGEMENT - SITUATIONS

1. How do you teach responsibility to your class? How could you implement these same methods with hearing impaired children?

2. What strategies do you use for classroom management? Think of new ways to incorporate positive reinforcement and consistency into your method.

3. What are the natural consequences of driving over the speed limit on a highway? Are they consistent? What are the natural consequences of inappropriate behavior in your classroom? Are they consistent?

4. In what ways can you improve children's self-concept?

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CLASSROOM MANAGEMENT

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The elements necessary for a successful integration are listed and discussed.

Bilek, S. "The Integrated Teacher." The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 52-56.

A teacher in a public school where hearing impaired children are integrated talks to her co-teachers on the subject of integration by describing her own approach to teaching - an approach which considers the child first, the hearing impairment second.

Ford, F. G. "Reactions of the Hearing Impaired Child to School Situations." Peabody Journal of Education, XLVI (November, 1968), pp. 177-179.

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Furst, Norma and Mattleman, Marciene S. "Classroom Climate." NEA Journal, 57 (April, 1968), pp. 22-24.

The authors discuss the need for a warm, positive classroom. They illustrate the differences between positive and negative teachers, and their effect on the learning of their students.

Hunter, Madeline. "There's an Art to Giving Directions." The Instructor, 81 (March, 1972), pp. 70-71.

The author lists suggestions on why children don't follow directions, and how to improve the understandability of directions.

Kopp, H. G. "Adolescence: Adjustment or Rebellion?" *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 209-211.

The author stresses the importance of understanding, realistic encouragement, and active involvement on the part of adults to assist the hearing impaired teen-ager in adjusting to adolescence and preparing for adulthood. Part of this assistance comes by widening opportunities for the hearing impaired youth and by stimulating him to accept challenges and pursue his individual potential.

Long, Nicolas. "Helping Children Cope with Feelings." *Childhood Education*, 45 (March, 1969), pp. 367-373.

Suggestions about the art of open communication are given. The author feels that the sharing of thoughts and ideas and their acceptance is vital in children's understanding of their own feelings. Emphasis on getting to the root of the outward problem.

Morgan H. G. "Building Self-Esteem at Home and School." *Childhood Education*, 38 (February, 1962), pp. 278-280.

This article stresses the importance of the child's acceptance by the "significant others" in his life, the teacher being one of the most significant. This helps the development of positive self-concepts.

Rogers, Helen E. "How's Your Classroom Climate." *The Instructor*, 78 (October, 1968), pp. 96, 140.

This article contains questions for self-evaluation of teachers concerning the atmosphere they maintain in their classroom. Includes positive reinforcement.

Schwartz, M. G. "A Deaf Child in My Hearing Class." *The Volta Review*, LXVI (October, 1964), pp. 627-630.

A regular classroom teacher tells of her experience in teaching a hearing impaired child. She offers suggestions for teaching speech, reading and language as well as suggestions for classroom management and parent involvement.

Searles, Myrtle. "Real Responsibilities for Children." *Childhood Education*, 37 (April, 1961), pp. 372-374.

The author's thesis states that providing classroom jobs that are real is important in developing classroom responsibility. It also helps develop a feeling of self-worth, and results in constructive behavior.

Sloggett, B. B. "Use of Group Activities and Team Rewards to Increase Individual Classroom Productivity." Teaching Exceptional Children, 3 (Winter, 1971), pp. 54-66.

Behavior modification is used on a group basis with low-achieving teen-age boys. Token reinforcement system, maintaining discipline, and developing student participation are discussed.

Tinsley, D. G. and Ora, J. P. "Catch the Child Being Good." Today's Education, 59 (January, 1970), pp. 24-25.

This article explains behavior modification and its use. It also presents rationales for each facet of the procedure.

SPEECH

PROJECT NEED
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1974

SPEECH

The regular classroom teacher can strengthen verbal skills of hearing impaired children in her classroom in several ways. This filmstrip includes:

1. Discussion of speech problems which relate to hearing loss.
2. Strategies to facilitate the growth of good speech habits.

3/7/74

SPEECH
FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	(Title) The tasks of acquiring and applying good speech habits are of major importance in the education of hearing impaired children. This filmstrip will discuss a variety of ways in which you can strengthen verbal skills in the classroom.
2	Most children will have developed some ability to communicate prior to being placed in an integrated program. Speech skills will be further developed through experience in regular classroom activities.
3	Normally we listen to others and learn language through imitation and repetition. We hear our own voices and compare them with the speech of others. This feed-back system is indispensible to the process of learning and maintaining good speech patterns.
4	Hearing impaired children also depend upon feedback. However, a hearing loss interfers with the natural utilization of feedback information.
5	Children with losses must learn to correct their own speech when talking to others. They learn to use their remaining or residual hearing and visual feedback to make corrections.
6	Many hearing impaired children do not hear certain sounds because the type of loss they have prevents these sounds from being perceived. Speech, like music, is composed of high and low frequencies.
7	Here are some examples of speech with certain frequencies filtered out. At first you will be able to hear most speech sounds. Notice that these high-frequency sounds are difficult to hear...............(2 or 3 sentences read by Simmons) "I am making some cookies f[illegible] you. You may have one before supper, and you may have some for desert."
8	When the hearing loss becomes greater, even fewer sounds are heard. Notice how difficult it is to understand me. (Read)....."Did you like the cookies? They're your favorite, chocolate chip. My goodness there're only two left." (with inflection as if talking to a young child)

Frame	Narration
9	When hearing loss prevents the perception of specific sounds in words, hearing impaired children will not learn to reproduce them spontaneously. For example, they may say "kni_e" or "di__" because they do not hear the high frequency sound of "f" in "knife" or "sh" in "dish". (short sounds, clear, crisp)
10	Some high frequency sounds often sound alike to a hearing impaired child. For example, it may be difficult to distinguish "chair" from "share". Listen : (filtered) "I want my chair." "I want my share."
11	For hearing impaired children, voiced and voiceless sounds are also difficult to differentiate because they often sound similar and look alike on the speaker's lips. Say the sound of these letters to yourself. ("v" "f") Notice that the only difference in their production is the presence or absence of voice.
12	Now, say each of these pairs of sounds ("b-p", "d-t", "g-k"). We can hear the difference, but for the hearing impaired child, it may not be that easy.
13	As we have just seen it is often difficult for hearing impaired children to hear the differences between sounds. It's also difficult to see the differences on a speaker's lips.
14	For example, say these words to yourself ("pop", "Bob", "mop") (PAUSE) Notice how your lips form each word in exactly the same way. Since the child may not be able to hear the difference, he must get meaning through the context of the sentence in which the word appears.
15	Other sounds which are difficult to see are those which are produced far back in your mouth. Notice how you form these sounds near your throat ("goat", "coat"). (PAUSE)
16	Some vowels too, look alike when produced in words. For example, the "ĭ" in "pin" and the "ĕ" in "pen" are so similar that words like "pin" and "pen" are sometimes confused.
17	As we have seen, speech sounds are sometimes difficult to differentiate because they sound or look alike. The hearing impaired child must learn the differences between sounds before he can learn to use them correctly. You can help him by pointing out these differences and by providing a clear and consistent model of speech.
18	When a child uses his hearing aid consistently, it will help him hear the differences between sounds by supplying additional auditory clues.
19	You can help the child hear the sounds by speaking clearly and in your normal tone of voice.
20	Make use of your overhead projector and chalkboard for pointing out visually the sounds in words. Write the word, then say it clearly.

Frame	Narration
21	You may find it helpful to use diacritical markings and accent marks to illustrate the correct pronunciation of words and sentences. When working on connected sentences, point out the rhythm of the sentence to the class and have the children repeat it.
22	Using the word in the context of a sentence will help the child get meaning from words that look or sound alike.
23	Keep in mind that conversational speech is not always precisely spoken. We frequently run syllables together. If this sentence were read precisely, it might sound like this: (read) "We are going to the basketball game tonight." But in conversational speech it would be: (read) "We're goin' t'the basketball game t'night."
24	Since you will be one of the child's main speech models, try to speak distinctly and with a well-modulated voice. However, don't over-articulate or use exaggerated mouth movements. Speak as you normally do.
25	Convenient times to work on speech are during one-to-one sessions in such activities as reading, phonics and spelling.
26	It's beneficial to discuss the child's speech with the speech clinician. She will be glad to tell you what skills she is working on and ways you can reinforce his newly learned skills in the classroom.
27	In addition, you can furnish the speech clinician with material from your classroom as content for her individual sessions with the child.
28	The speech clinician teaches specific skills to the child, and you and your students can reinforce that learning by giving him many opportunities to talk and to listen.
29	Your ability to understand the child's speech will reinforce his efforts to speak understandably. Your occasional compliment about the clarity of his speech might give additional reinforcement.
30	Try not to interrupt the child to make speech corrections. The content and continuity of his speech are as important as his articulation. Wait until he has finished speaking and then make the correction.
31	When you do correct the child's speech, say the correct word and then use it in a sentence. Then ask him to repeat it. In this way, meaning and continuity will be preserved and it will give the child an opportunity to hear and say the word again.
32	For example, when correcting "ch" in the word "chair," have the child say, "My chair is broken." Then give her the opportunity to expand the idea by asking something like, "How can we get it fixed?"
33	The speech of some hearing impaired children may be difficult to understand at first. By having some conversations with the child, you can familiarize yourself with his speech patterns.

Frame	Narration
34	If you should have difficulties in understanding his speech at any time, watch his lips and facial expression. This may help you understand the hearing impaired child just as it helps him understand you.
35	Encouraging the child to rephrase his thoughts may also help to clarify what you did not understand. However, don't pretend to understand if you don't.
36	By practicing speech in a relaxed, enjoyable atmosphere, the child will develop confidence in his speaking ability.
37	The suggestions presented in this filmstrip explore your role in the acquisition and development of the speech of hearing impaired children in your classroom.
38	The more children enjoy talking, the more they will strive to improve their speech. Once set in motion, this kind of positive circular reinforcement system will be self-perpetuating.
39	To give the hearing impaired child the right to be heard is to give him a chance; a chance to listen, to talk, and to grow.
E	(Title)
F	(Title)

3/8/74

filmstrip: SPEECH

Do-It-Yourself Follow-Up Guide

- Help the hearing impaired child learn the differences between sounds and how to use them correctly by pointing out these differences.

- Encourage the child with a hearing loss to use his hearing aid consistantly as it will help him hear the differences between sounds by supplying additional auditory clues.

- Help the child hear the sounds by speaking clearly and in your normal tone of voice. Speak as you normally do.

- Make use of your overhead projector and chalkboard for pointing out visually the sounds in words. Write the word, then say it clearly.

- You may find it helpful to use diacritical markings and accent marks to illustrate the correct pronunciation of words and sentences.

- When working on connected sentences, point out the rhythm of the sentences to the class and have the children repeat it.

- Help the child get meaning from words that look or sound alike by using the word in the context of a sentence.

- Convenient times to work on speech are during one-to-one sessions in such activities as reading, phonics and spelling.

- Discuss the child's speech with the speech clinician to find out what skills she is working on and ways you can reinforce his newly learned skills in the classroom.

- You can furnish the speech clinician with material from your classroom as content for her individual sessions with the child.

- Reinforce the specific skills the speech clinician teaches by giving the hearing impaired child many opportunities to talk and to listen both with you and with the other students.

- Reinforce in a positive way, the hearing impaired child's efforts to speak.

- Try not to interrupt the child to make speech corrections. Wait until he has finished speaking and then make the corrections.

- When you do correct the child's speech, say the correct word and then use it in a sentence. Then ask him to repeat it. This will preserve meaning and continuity and will give the child an opportunity to hear and say the word again.

- Familiarize yourself with a hearing impaired child's speech patterns by having some conversations with the child, since you will understand him better after you learn to listen to him.

- Watching the lips and facial expressions of a hearing impaired child may help you understand his speech just as it helps him understand you.

- Encourage the child to rephrase his thoughts if you did not understand what he said.

- Try to practice speech in a relaxed, enjoyable atmosphere as the child will develop confidence in his speaking ability.

- Don't pretend to understand what the hearing impaired child says if you don't.

- You are his monitor for speech. Make it authentic.

SPEECH - SITUATIONS

1. Situation: You say "sh!" and everyone in your class is quiet except the hearing impaired child. Why did this happen?

2. Situation: During a phonics lesson the hearing impaired child does n[illegible]rticipate although he generally has no trouble. He ke[illegible]djusting his hearing aid. What may be wrong?

3. How do you teach pronunciation of new words to your class? Is this method helpful for the hearing impaired child?

4. What should you do if you don't understand something that the hearing impaired child said?

BIBLIOGRAPHY

SPEECH

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This article offers insight into speech and language development and the role these play in childrens' lives. Ways of providing opportunities for practice are also discussed.

Fudula, J.B. "Applied Awareness: Speech Improvement in an Elementary Classroom." Teaching Exceptional Children, V (Summer, 1973), pp. 190-194.

Various approaches to speech improvement are illustrated using the "S" sound as an example. Other sounds can be taught through generalization of the "S" example. Examples are more appropriate for primary grades.

Hollingsworth, P. M. "The Classroom Teacher: A Speech Teacher." Education, (January, 1965), pp. 270-273.

The author suggests that every classroom teacher is a speech teacher and should have training in the identification and correction of speech disorders. The identification and a six-step method of correcting substitution errors are discussed.

Leigh, D. "The Deaf Child Enrolled in a Hearing School." The Volta Review, LXV (June, 1963), p. 312.

A hearing impaired young man discusses his own experiences with integration; the importance of speech lessons; the importance of self-acceptance.

Schwartz, M. G. "A Deaf Child in My Hearing Class." The Volta Review, LXVI (October, 1964), pp. 627-630.

A regular classroom teacher tells of her experience in teaching a [illegible]ing impaired child. She offers suggestions for teaching speech, reading, and language as well as suggestions for classroom management and parent involvement.

LANGUAGE

PROJECT NEED
"FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSROOMS"

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1974

LANGUAGE

One of the most effective places for the hearing impaired child to develop his language skills is in the regular classroom where he is surrounded and stimulated by natural language patterns. As a regular classroom teacher, you can encourage his language development through various class activities and through your response and reinforcement. This filmstrip includes:

1. general areas in which language errors occur including in word meaning, question forms, and drawing conclusions.
2. various activities which will help improve the language skills of the hearing impaired student.

3/15/74

LANGUAGE
FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	We usually acquire and pattern our own language structure after what we hear.
2	A hearing impairment interferes with this normal development. Yet children with limited hearing can and do develop language. You can help these children improve their language skills by following the suggestions in this filmstrip.
3	Three facets of language development will be discussed: receptive language, expressive language, and cognitive processing. Receptive language is what is being said to you, or what you read. Expressive language is what you say or write, and cognitive processing is what you think or imagine inside your head.
4	To help understand problems in receptive language, imagine yourself in a foreign country with a limited vocabulary in that language.
5	A hearing impaired child may possibly have trouble understanding conversation because of limited vocabulary and lack of experience with the language or it's structure.
6	Now imagine what it would be like trying to express yourself verbally in a foreign country. Your expressive language would probably fall far short of your needs.
7	Likewise, the child with a hearing loss might not know the right words and language structure to use in oral and written expression.
8	Cognitive processing is often spoken of as thinking to yourself. For some hearing impaired children this may begin as a visual imagery process.
9	When you understand the cause of language errors which may be due to receptive, expressive or cognitive language processing, you will be able to help the hearing impaired child develop his language skills by providing more appropriate language practice.

Frame	Narration
10	Language errors fall into the areas of word meanings, idiomatic meanings, meanings by intonation, question forms, sentence structure, inferences and conclusions.
11	Knowledge of word meaning can be strengthened through formal vocabulary development lessons as well as through spontaneous activities.
12	Take advantage of field trips since they provide rich opportunities to explore new environments and ideas. These experiences build vocabulary by direct association with the new object or concept.
13	Many commercially available word games teach new vocabulary. They can help clear up misunderstanding caused by similar sounding words by making meanings clear.
14	Words with multiple meanings can be confusing to hearing impaired children. Explain their usage by giving examples and by using them in context.
15	Often the idiomatic meanings of words must also be specifically taught so that a child with limited hearing will not take the idiom literally.
16	Hearing impaired children should not be taught stilted language, but rather should be acquainted with the idiomatic and slang terms used by their peer group. It is often the use of the vernacular that identifies fluent speakers.
17	Hearing impaired children may also miss various shades of meaning derived from change in intonation. Listen to the multiple meanings of this sentence expressed by varying tones of voice: "I KNOW I saw him yesterday. I know I saw him YESTERDAY. I know I saw HIM yesterday." If a child misunderstands because he doesn't hear intonation, you may have to point it out to him.
18	The child with a hearing loss may need to learn the use of specific question words. Tell his individual tutor or the integration specialist if there are specific question forms which appear to be problems.
19	A child may sometimes give inappropriate answers because he misunderstands a question. For example, if you ask "How old are you?", he may respond "fine." It will help him if you clarify your question since you may expect the appropriate response only if he understands the question in the first place.
20	Practice in writing reports and telling stories will help children develop the correct use of idiomatic phrases, intonation, and question forms. You and the classmates can help by providing feedback information about new idioms and question forms.

Frame	Narration
21	Straight, simple sentences are easiest to understand. Complex sentence structure may cause confusion. For instance read this sentence: "Brian, who is Joan's brother-in-law, volunteered to coach the football team." The phrase "who is Joan's brother-in-law," may confuse the child because it begins with a question word and appears in the middle of the sentence as a clause.
22	Rephrasing the sentence would help the hearing impaired child understand the subject, verb, and object, and the relationship between Joan and Brian. For instance, you might say: "Joan's brother-in-law, Brian, volunteered to coach the football team." OR "Brain is Joan's brother-in-law. He volunteered to coach the football team."
23	The child's sentence structure can be improved by encouraging him to expand and correct his own language. You can be a model of good language by responding to incomplete sentences with properly structured ones. For example: If the child says "butterfly wings color," you might respond by saying, "Yes, the wings have beautiful colors. Do you know the names of these butterflies?"
24	Another activity which may help children with language problems is to have them identify correctly structured sentences by crossing out poorly constructed ones.
25	Hearing impaired children may need specific help in using the dictionary. Acquaint them with the edition which you use in your classroom and how to use it.
26	It is sometimes difficult for children with limited hearing to make inferences. With practice in this area, they can learn to infer facts from available information.
27	Inference means using the information you already know to assume additional information not specifically stated. For example, we can infer a great deal from the visual information given in this picture. See if you can infer the answer to these questions: 1. What main product does the farmer sell? 2. Is the farm profitable? 3. How old are the farmer's children?
28	Another way of inferring is to finish incomplete sentences. You could use factual sentences such as these. (PAUSE) (Examples: "It's raining. We'd better take....." "I feel sick. I need........" "I'm going skiing on my vacation. I bought.....")
29	Or you could use open-ended sentences such as: "When summer comes, we like to...." "At home I like to...." "My hobby is...."
30	Captioning cartoon stories will provide additional practice in making inferences since you must infer what is being said by each character.

Frame	Narration
31	Sequencing a group of action pictures also calls for making inferences since the relationship of each event to the others in the sequence must be ascertained. The children use available information to infer the sequential order of the pictures.
32	Drawing conclusions goes a step beyond making inferences since one must make projections into the future. Practice in identifying correct facts, and translating these facts into abstract ideas will improve the skill of drawing conclusions.
33	Here is a story to illustrate this skill. (READ STORY HERE) "A man had a big farm with many cows and chickens. His two children helped him do the work. One day the farmer got very sick and had to go to the hospital in the city...." YOU finish the story. (PAUSE) Exercises like this help children learn to draw conclusions.
34	Include hearing impaired children in all language activities. This will provide many opportunities for language expansion through meaningful experiences.
35	Language competency is vital to the successful manipulation of the environment - particularly the educational environment. It is one of the most critical elements of success for all children.
36	Language skills will grow through consistent input, relevant practice, and the interest and commitment of you, the classroom teacher.
E	(Title)
F	(Title)

2/29/74

filmstrip: LANGUAGE

Do-It-Yourself Follow-Up Guide

- Familiarize yourself with the child's language errors so you will be able to help develop his language skills by providing appropriate practice.
- Strengthen knowledge of word meaning through formal vocabulary development lessons as well as through spontaneous activities such as field trips.
- Teach multiple meanings by giving examples and by using the words in context.
- Teach idiomatic meanings of words so that a child with limited hearing does not take idioms literally.
- Point out how change in intonation can cause meaning to change.
- Don't teach hearing impaired children stilted language but rather acquaint them with the idiomatic and slang terms used by their peer group.
- Contact a hearing impaired child's individual tutor or integration specialist if the child is having problems with a specific question form.
- If the hearing impaired child gives inappropriate answers because he misunderstands a question, clarify your question.
- Practice in writing reports and telling stories will help children develop the correct use of idiomatic phrases, intonation and question forms.
- Provide feedback information about new idioms and question forms.
- Use straight, simple sentences which are easiest to understand. Complex sentence structure may cause confusion.
- Respond to incomplete sentences with properly structured ones thus encouraging a hearing impaired child to expand and correct his own language.
- Have children with language problems identify correctly structured sentences by crossing out poorly constructed ones.
- Acquaint the hearing impaired child with the use of the dictionary.
- Have the children with limited hearing practice making inferences from available information in pictures, completing incomplete sentences, captioning cartoon stories and sequencing groups of action pictures.
- Have the hearing impaired child practice identifying correct facts and translating these facts into abstract ideas to improve the skill of drawing conclusions.
- Include hearing impaired children in all language activities. This will provide many opportunities for language expansion through meaningful experiences.

LANGUAGE - SITUATIONS

1. In what ways could you develop a new vocabulary word such as "propel?"
2. Name the idioms and slang words currently used by the children in your room. How can you teach some of these words to the hearing impaired child in your room? Can the children help you?
3. How can you arrange added practice in intonations, making inferences, drawing conclusions, and phrasing questions?

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LANGUAGE

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This article tells how a child learns language, what is learned, and why it makes a difference. A child learns total cultural input of attitudes through language.

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The ideas explained in this article are that language is: an arbitrary system, a matter of habits, regionally different, and in a constant state of change. Suggestions are given to help children understand the basic structure of language.

Dale, D. M. C. The Deaf Child at Home and at School. University of London Press, London, 1967.

The author stresses the need for cooperation between home and school. He also tells how a teacher can aid language development through language activities.

Dawson, Mildred A. "Language Learning Goals." Childhood Education, 42 (November, 1965), pp. 132-133.

The author suggests that a teacher should provide for the intake of a rich variety of ideas in order to develop power in the use of our language. She says that opportunities to use written and oral language should be emphasized.

Kavett, Phyllis F. "An Activity Approach to Critical Thinking." The Instructor, 73 (November, 1963), pp. 116, 118, 121.

This article contains ideas for use in social studies, language, and math, in developing critical thinking at an elementary and possibly junior high level.

Northcott, W. H. "Candidate for Integration: A Hearing Impaired Child in a Regular Nursery School." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 143-150. Also appeared in *Young Children*, XXV (September, 1970), pp. 367-380.

Dr. Northcott discusses the hearing impaired child's development of language, speech and listening skills in a regular nursery school. This is an excellent article for teachers who work with preschool children since it offers suggestions for developing verbal skills.

Pollack, D. and Ernst, M. "Learning to Listen in an Integrated Preschool." *The Volta Reveiw*, 75 (September, 1973), pp. 359-367.

Rationale for integration and helpful suggestions for the regular classroom teacher concerning hearing aids, peer orientation, auditory training, encouraging verbal interaction, and developing and expanding language are discussed. The article also discusses parental involvement in the integration process. Especially helpful at the preschool level.

Pollock, M. B. and Pollock, K. C. "Letter to the Teacher of a Hard-of-Hearing Child." Childhood Education, 47 (January, 1971), pp. 206-209.

General suggestions regarding language for the child with limited hearing in the regular classroom.

Sandy, D. G. and Rotberg, J. M. "Materials for Stimulating the Speech and Language of Handicapped Children." *Teaching Exceptional Children*, 1 (Fall, 1969), pp. 33-37.

Suggestions for the use of everyday materials are given to elicit proper speech and language responses in very young children. Many of these are inexpensive and easily accessible.

Schwartz, M. G. "A Deaf Child in My Hearing Class." *The Volta Review*, LXVI (October, 1964), pp. 627-630.

The author, a regular classroom teacher, suggests teaching modifications for use with hearing impaired children and describes methods she used in developing language skills.

PEER ORIENTATION

PROJECT NEED
"FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSROOMS"

Project Director - Grant B. Bitter, Ed.D.
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1974

PEER ORIENTATION

The classmates of a hearing impaired child can help create an attitude of acceptance in the classroom. Since the classmates will tend to mirror the teacher's attitude toward the student with limited hearing, it is important to become an accepting, understanding model. This filmstrip includes:

1. various techniques used to introduce students to hearing and hearing impairment.
2. ways to help the hearing students involve their hearing impaired classmates in school and social activities.

3/7/74

PEER ORIENTATION
FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	(Title) Acceptance by hearing classmates and by you is vital to the hearing impaired child's educational, emotional, and social progress.
2	By using the ideas in this filmstrip you and the children in your class can help provide a climate of acceptance and a feeling of belonging for the child with limited hearing.
3	We usually accept others more readily when we get to know them. By sharing experiences with those around us, we learn that we have much in common with them.
4	Children at any age will soon sense how the teacher "feels" about someone and will accept or reject another child according to the way the teacher displays her feelings.
5	Your facial expressions, tone of voice, and other more subtle actions clearly indicate to your students how you feel about the child with limited hearing.
6	For this reason it is vital to treat the child who has a hearing impairment just as you do the other children. Expect him to be responsible for the same kinds of conduct as you expect from his classmates. In this way, you demonstrate his acceptability to the group.
7	Sometimes classmates will have questions concerning the special needs of the hearing impaired child. If they do, describe what a hearing loss means: explaining how we hear normally, and how we learn language. When they know why there may be differences in speech and language, they will more readily accept the hearing impaired child.
8	Your resource teacher or hearing clinician will be glad to help you plan your orientation program to meet your needs. You can also find good clear explanations in science texts and other children's books about hearing.

Frame	Narration
9	Learning about hearing mechanism and hearing loss will be more meaningful for peers if you use filmstrips, films, and other visuals to illustrate the information.
10	If he is old enough, the hearing impaired child might like to tell the class about his hearing loss. They will be interested in learning how his hearing aid works and how he speechreads.
11	The other children in class may have questions to ask the child about his hearing loss. Allow enough time for this type of question and answer period and help answer the questions if necessary.
12	Invite your resource teacher or speech clinician to visit your classroom. The specialist may be able to bring several hearing aids and an auditory training unit so that other students can listen through them and get a better idea of how they operate. This will add interest to the discussion about amplification as well as demonstrate the challenge of communication.
13	To help the students understand the difficulty of listening in a noisy environment, a noise tape can be made to simulate a noisy classroom. You can make a tape by turning on the tape recorder while the students are coming into the classroom.
14	Later replay the noisy tape and read several paragraphs from a book at your usual rate and voice level. Ask questions of the students to see how much they understood. They will be surprised at how much noise level interfers with understanding your voice.
15	While you are speaking, hold the book in front of your face to demonstrate how visual clues increase understanding under difficult listening conditions.
16	The preceding orientation techniques are more appropriate for older children. Young, pre-school children may not need extensive explanations about hearing loss and hearing aids.
17	When a child becomes a member of your class, he will need to learn his way around. He will have many questions which could be answered by a classmate rather than by you.
18	The "buddy" system is used by many teachers as a means of easing the transition into the regular classroom.
19	The hearing impaired child may want to choose his own buddy, or you could appoint one for him during the first few weeks in your classroom. Be sure to give all of the children the opportunity to contribute in this way.

Frame	Narration
20	A "buddy" may play a very important role in introducing the hearing impaired child to school services and facilities such as the library. Students can also help by interpreting school rules, giving directions and describing unexpected events.
21	While the buddy system may help ease the transition into a regular classroom, it should not be used unnecessarily. One important goal of integration is the development of independence, and hearing impaired children should be encouraged to move in that direction.
22	When school announcements are made over a public address system, a classmate can give information to his friend who is hearing impaired. Other important information can also be handled in this way.
23	Hearing peers can help in keeping the hearing impaired student informed of school activities and announcements. If possible, encourage the student body and faculty members to use posters and other written announcements of upcoming events so the hearing impaired child can see the schedule of events for himself.
24	Everyone can be helpful in making minor but important provisions for the child with a hearing loss in assemblies, and any extra-curricular activity in which he participates. For example, special provisions at school assemblies or in multi-class programs, may be made to insure a clear view for the hearing impaired student.
25	Your hearing impaired student will get much more out of assemblies if conditions facilitate listening and speechreading. Permit him to sit near the front where he can both see and hear the participants. Suggest that the stage be properly lighted and encourage speakers to stand slightly to one side of the microphone so that it doesn't hide the speaker's mouth.
26	In the advanced classes, classmates can act as notetakers for hearing impaired friends by taking a double set of notes with carbon paper. Help with notetaking permits hearing impaired children freedom to watch the speaker during lectures and other classroom activities.
27	In reciprocal agreements, the hearing impaired student may offer to type the notes for both, or perform some other kind of service which will help him feel that he is giving as well as receiving.
28	Students should be given a few pointers on the mechanics of good notetaking such as dating of notes, indicating quiz and test dates, and other significant details in content which may be considered pertinent by each teacher.

Frame	Narration
29	The resource specialist or academic tutor can arrange an informal discussion with notetakers and hearing impaired students. This will give them an opportunity to discuss each other's needs.
30	Besides notetaking, students may want to help each other by tutoring in difficult subject areas, or an older student may be asked to help a younger student master a specific subject.
31	Some hearing impaired students may even want to take a foreign language as an elective. When this occurs, classmates who are competent in that particular language might be asked to be student tutors.
32	Many hearing impaired students may be unable to make meaningful use of language tapes by themselves. It may be possible, however, to use high fidelity equipment so that a student can get enough clear amplification from language tapes.
33	Classmates can be helpful in physical education classes where regulations and game rules may be unfamiliar to the hearing impaired child. For example, he may think that "dribble" means a "trickle of water," while the term "shooting baskets" may conjure up an image of using a gun. Hearing peers can help clarify rules and terminology -- in physical education as well as in other subject areas.
34	To further facilitate interaction within the classroom, provide opportunity for informal activities so that the hearing impaired child makes friendships in a natural way.
35	Encourage the student with a hearing loss to participate with classmates in school activities such as sports, music, dramatics, journalism or whatever interest he may express.
36	He should be given the opportunity to try all activities, and soon he will become known and accepted as a member of the student body.
37	Some hearing impaired children may be able to use the telephone. If they cannot, encourage their classmates to invite them to social activities personally during the school day.
38	Social acceptance is as important as academic achievement. Therefore, opportunities to develop social graces are vital.
39	When exploring new areas, the abilities to "fail gracefully" and to try again are necessary to the development of acceptable social and interactive skills.
40	If the hearing impaired child does not appear to know what to do in a particular social situation, suggest that your students explain the situation to him kindly.

Frame	Narration
41	With such an explanation, he will be more likely to learn positively from the experience.
42	For the students in your classroom, the experience of going to school with a hearing impaired classmate will teach them to respect others and to accept individual differences.
43	Unquestionably, a school whose students and staff display friendship and cooperation will gain a reputation for congeniality and concern, and each who invests himself will gain a measure of personal growth and satisfaction.
E	(Title)
F	(Title)

3/6/74

filmstrip: PEER ORIENTATION

Do-It-Yourself Follow-Up Guide

- Accept the hearing impaired child into your classroom and let your students see and "feel" this acceptance.

- Be consistent and fair in the management of all class members, including the hearing impaired child.

- Orient class to what a hearing loss means: explaining how we hear normally, and how we learn language; gear explanation to class age group. Some suggestions for orientation are:

    --use resource teacher or hearing clinician to help you prepare and/or present.

    --use science texts and other children's books about hearing.

    --use visuals such as filmstrips and films to illustrate the information.

    --hearing impaired child helping with the presentation.

    --allow classmembers and the hearing impaired child to discuss this and help answer the questions.

    --have available some hearing aids and an auditory training unit through which students can listen.

    --prepare a noise tape and then read to class while it is playing. Then cover your face with a book and continue with the noise tape and your reading.

- Be receptive to questions hearing children might have.

- Use other children in the class as means of easing the transition into the regular classroom (buddy system); be sure to give all the children the opportunity to help in this way.

- "Buddies" can:

    --introduce the hearing impaired child to school services and facilities; (i.e., library, cafeteria, etc.)

    --help interpret school rules.

    --give directions.

    --tell about unexpected events.

    --relate information from announcements made over the public address system.

- Encourage faculty and student body to use posters and other written announcements of upcoming events and post them so the hearing impaired child can see them.

- At school assemblies, have the hearing impaired student and a friend sit near the front where he can both see and hear the participants; suggest that the stage be properly lighted and encourage speakers to stand slightly to one side of the microphone so that it doesn't hide the speaker's mouth.

- In advanced classes, other students can take a double set of notes with carbon paper permitting the hearing impaired student to concentrate on the speaker during lectures and other such activities.

- The hearing impaired student can then be of service by typing up the notes for both.

- Pointers on notetaking should be given to students acting as notetakers. An informal discussion can be arranged by the resource specialist or academic tutor between notetakers and hearing impaired students to discuss each other's needs.

- Might have other students act as tutors in difficult subject areas, especially if a foreign language is taken.

- Encourage the student with a hearing loss to participate with classmates in school activities which are of interest to him.

- If the hearing impaired child is unable to use the telephone, encourage his classmates to invite him to social activities personally during the school day.

- If a hearing impaired student does not appear to know what to do in a particular social situation, suggest that your students explain the situation to him kindly.

- Don't over-use the "buddy" system; one important goal of integration is the development of independence; therefore, unnecessary dependence on the "buddy" system can weaken progress.

PEER ORIENTATION - SITUATIONS

1. Situation: A hearing impaired child is placed in your room or homeroom on the first day of school. To what extent would his orientation be different from the other childrens' in your class? or would it be different?

2. Situation: A hearing impaired child is placed in your room or homeroom in mid-year. What steps would you take to insure his inclusion and acceptance in your room?

3. What steps could be taken to help the hearing impaired child be aware of the activities and events that are scheduled?

4. Situation: The hearing impaired child in your classroom is a very shy child. How would you orient his classmates so that you don't embarass the child unnecessarily?

5. How would you go about locating information about hearing, hearing impairments and other related topics within your school system? What resources could you draw upon?

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PEER ORIENTATION

Bilek, S. "The Integrated Teacher." The Hearing Impaired Child In a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 52-56.

A teacher in a public school where hearing impaired children are integrated talks to her co-teachers on the subject of integration by describing her own approach to teaching - an approach which considers the child first, the hearing impairment second.

Cormack, M. L. "Universality of Differences." Childhood Education, 38 (September, 1961), pp. 54-57.

Everyone is different yet each has similarities which unites him with everyone else. Education should focus on similarities (deals with perceived differences between countries, races, etc.).

Eskin, P. "Room for the Brave." Grade Teacher, 85 (December, 1967), pp. 60-63.

This article tells of a third grade teacher's experience of helping her class understand the "brave child" -- the one who is alone or different.

Ford, F. G. "Reactions of the Hearing Impaired Child to School Situations." Peabody Journal of Education, XLVI (November, 1968), pp. 177-179.

The author considers the three most important difficulties for the student with impaired hearing and discusses them in depth. They include his difficulty in following oral schoolwork, his problem of social adjustment, and the low opinion of himself that may develop. Understanding offered by the teacher is given as the most important therapy for this hearing impaired child.

McArthur, L. "Learning to be Self-Sufficient." The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 223-225. Also appeared in The Volta Review, LXIX (April, 1967), pp. 259-261.

The author, hearing impaired herself, describes her feelings and experiences as well as techniques for social acceptance, academic success and self sufficiency. She stresses the importance of using residual hearing, developing speechreading proficiency and of having concerned, helpful family members.

Pollack, D. and Ernst, M. "Learning to Listen in an Integrated Preschool." The Volta Review, 75 (September, 1973), pp. 359-367.

Rationale for integration and helpful suggestions for the regular classroom teacher concerning hearing aids, peer orientation, auditory training, encouraging verbal interaction, and developing and expanding language are discussed. The article also discusses parental involvement in the integration process.

Scheeline, A. "Integrating Deaf Children into Public Schools." The Volta Review, LXXIII (September, 1971), pp. 370-373.

This article is written by the mother of a hearing impaired child who tells of her daughter's transition from a residental school for deaf children into a regular day school. She stresses cooperation with teachers, use of notetakers, help from a mother and assistance at home all as being helpful in making the adjustment possible.

Yater, V. "Teenaiders: Group Activities for the Hearing Impaired." The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973. pp. 226-228.

This article describes the organization and activities of a group for hearing impaired teen-agers. Teenaiders provides a framework for education, personal and social growth and utilizes the interest and help of those in the community to accomplish this end.

Yonovitz, A. "Dissection and study of the Ear for Grade School Students." Exceptional Children, 38 (February, 1972), pp. 484-485.

An explanation of hearing and hearing loss for hearing impaired children is presented. The ear of a cat was dissected to provide a learning situation for hearing impaired children. Idea is applicable to hearing children as well.

READING

PROJECT NEED
"FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSROOMS"

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1974

READING

The regular classroom teacher can stimulate development of reading skills of hearing impaired children in her classroom. This filmstrip focuses on three areas of reading: vocabulary, comprehension, and word attack skills. It includes:

1. the problems hearing impaired children may have with vocabulary development and suggestions for developing and incorporating vocabulary expansion into the curriculum.
2. facets of comprehension which may present difficulties to hearing impaired children and ways of facilitating comprehension through regular reading activities.
3. modifications or additions to current methods of teaching of reading.

3/18/74

READING FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	Reading is one of the most important educational skills a student develops.
2	Since reading is developed by associating meaning with sounds and written symbols, a hearing loss may restrict the number of associations made between words and meanings.
3	However, hearing impaired children can develop reading skills through a well-planned reading program. In this filmstrip, we will discuss the development of reading skills and offer some suggestions for facilitating this process.
4	The areas to be discussed include vocabulary development, comprehension, and word attack skills. These areas are already familiar to you since they are of major concern in all effective reading skills programs for primary grades.
5	Vocabulary development is an integral part of every subject, but hearing impaired children may have difficulty in acquiring new vocabulary. We will consider why they may have difficulty and some appropriate strategies for overcoming these problems.
6	You will find it helpful to provide opportunities for formal vocabulary development. Most commercially prepared vocabulary development materials and workbooks for elementary and secondary levels are suitable for use with hearing impaired students.
7	It is vital to capitalize on the many opportunities within the classroom when the child might discover new objects and concepts in an effective yet natural way.
8	To help the child understand the meaning of a new word, use it in a sentence and then ask related questions requiring more than a "yes" or "no" answer. For example, you might say, "That's a strainer." "What do you think it's used for?" "Can you think of other ways you could use a strainer?"

Frame	Narration
9	It will also be helpful if you repeat a new word and write it so the child can see how it is spelled.
10	Provide opportunities for written and oral use of newly learned words. A word must be practiced and used frequently in conversation before it will be remembered.
11	When developing new vocabulary, remember to include multiple meanings. Indeed, some words have more than a dozen meanings all of which may be used in vocabulary expansion. The child's academic tutor can reinforce and refine the new vocabulary learned in your classroom.
12	Various facets of comprehension may cause difficulty for the child with limited hearing.
13	These include comparisons, inferences, conclusions, summarizations, pronoun antecedents, time phrases and directions.
14	Children must be taught to make comparisons and to determine differences. They should be asked questions such as these to develop skill in this area. (PAUSE) (Examples: "What does it look like? How are cats and dogs similar? How are cats and dogs different? What does it remind you of? Can you think of anything else that's this old?")
15	Making inferences may also be difficult for children with hearing losses. Helpful practice can be gained through assuming information from available facts.
16	Look at this scene. (PAUSE) What do you think the men are doing? What do you think is in the bag? Flour? Clothes? Coal?
17	Now what do you think the men are doing? Loading a boat? (PAUSE) Or, unloading a boat? (PAUSE) What is in the bag?
18	Read this paragraph and you will be able to make even more inferences based upon this additional information. (PAUSE) ("In 1848 many ships arrived in California. They were crowded with bearded miners. As the miners came down the gangplank, they carried heavy bags. The people on the crowded dock began to wave money and call to the miners.") Now, do you think you know what was in the bag? Does the paragraph actually tell you? No, you inferred the information from the paragraph.
19	Drawing conclusions goes a step beyond making inferences. In addition to identifying correct facts, inferring added information, and translating facts into abstract ideas, one must project these into the future to draw a conclusion. Practice in locating facts and making inferences will help develop the skill of drawing appropriate conclusions.

Frame	Narration
20	In our example, assume that the miners had arrived with tools and food. The Californians needed those commodities and were willing to pay high prices. Draw your own conclusion about what the miners would do with their precious tools and food.
21	Summarizing a paragraph or story requires using a combination of facts, abstractions, inferences, and conclusions. The careful building of each prior and supporting step will help the child summarize accurately what he has read.
22	Some hearing impaired children may make errors in determining pronoun antecedents. They can learn to use correct pronoun antecedents through practice and through clear explanations of errors they make. It's also helpful for them to have as much visual and written information as possible.
23	Indefinite time phrases are difficult for some hearing impaired children. Phrases such as "long ago," "next time," or "the year before last," can be confusing without some direct explanation and practice. By relating indefinite time concepts to more easily understood, concrete time concepts, they will take on real meaning.
24	The concept of written directions may be difficult for hearing impaired children to understand. For example, they may have difficulty with such directions as "circle," "underline," and "cross out." Help the children by giving examples of words they do not know and by explaining unfamiliar or complicated directions.
25	Reading aloud is a good way for you to identify reading problems with hearing impaired children. However, the child may be able to read orally with real finesse, yet not comprehend what he is reading. Care should be taken to measure his actual understanding through the use of thought questions which stimulate abstract thinking.
26	In addition to learning to recognize whole words and to read sentences, young hearing impaired children will need to be taught word attack skills. The areas of letter discrimination and sound-symbol associations as well as phonetic and structural analysis are important to their reading development.
27	Since these areas make up a large part of the curriculum in the primary grades, participation in one of your present reading groups will probably help develop these reading skills for hearing impaired children just as they do for the other children in your class.
28	If older hearing impaired children have not developed sufficient reading skills, you may wish to refer them to an academic tutor or the integration specialist for individual practice.
29	To facilitate the development of reading, you can increase the amount of relevant practice by individualizing the child's reading program and encouraging him to read independently.

Frame	Narration
30	Familiarize the hearing impaired child with the school media center and library, since library skills will enable him to use the public library and the bookmobile by himself.
31	The specialist who is assisting you in your school will offer suggestions about individualized reading programs as well as other reading strategies.
32	If your school does not have the equipment or resources you need, contact an area learning center by phone or by mail. They will refer you to an instructional media and materials center in your area and they may be able to assist you by providing materials and advise or useful technical assistance.
33	The academic stimulation of a regular classroom can create an ideal learning environment for the development of reading skills. With emphasis on comprehension and vocabulary development, the hearing impaired student in your classroom can gain a new educational perspective through his reading.
E	(Title)
F	(Title)

filmstrip: READING

Do-It-Yourself Follow-Up Guide

- Use a well-planned reading program to develop reading skills in hearing impaired children.
- Provide opportunities for formal vocabulary development through the use of commercially prepared vocabulary development materials and workbooks.
- Teach multiple meanings when developing new vocabulary.
- Capitalize on spontaneous learning situations within the classroom to enhance vocabulary development.
- To help the child understand the meaning of a new word, use it in a sentence and then ask related questions requiring more than a "yes" or "no" answer.
- Repeat new words and write them so the child can see how they are spelled.
- Provide opportunities for written and oral use of a newly learned word, as a word must be practiced and used frequently in conversation before it will be remembered.
- Teach children how to make comparisons and to determine differences by asking questions related to developing these skills.
- Teach children how to make inferences through the use of pictures, paragraphs and specific questions.
- Give clear explanations of the use of correct pronoun antecedents by including as much visual and written information as possible.
- Relate indefinite time concepts such as "long ago" and "next time" to more easily understood, concrete time concepts so they will take on real meaning to the hearing impaired child.
- Help the hearing impaired child understand the concepts of written directions by giving examples of words they do not know and by explaining unfamiliar or complicated directions.
- Listen to the hearing impaired child read aloud occasionally and then ask questions to measure his actual understanding of what he read.
- Have the hearing impaired child participate in one of your present reading groups.

- Individual practice in reading skills may be needed if an older hearing impaired child has not developed sufficient reading skills. This can be done by an academic tutor or integration specialist.

- To facilitate the development of reading skills, you can increase the amount of relevant practice by individualizing the child's reading program and encouraging him to read independently.

- Familiarize the hearing impaired child with the school media center and library, since library skills will enable the child to use the public library and the bookmobile by himself.

- Obtain suggestions about individualized reading programs as well as other reading strategies from the specialist who is assisting in your school.

- Contact an area learning center for the location of an instructional media and materials center in your area. They might assist you in providing materials and advise on useful technical assistance which your own school may not be able to provide.

READING - SITUATIONS

1. **Situation**: You and your class become interested in rocket fuels. How could you develop a reading based unit around this topic?

2. **Situation**: In a unit on rocket fuel, how could you include:

   - comparisons
   - inferences
   - conclusions
   - summarizations

3. **Situation**: You wish to develop knowledge of vocabulary in your unit. How would you do this?

4. How can you use a tape recorder in your reading program effectively involving the hearing impaired child?

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A teacher's personal experience of teaching slow learners to read.

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Ideas to stimulate reading interest are presented with success and self-image viewed as keys to reading enjoyment.

Schwartz, M. G. "A Deaf Child in My Hearing Class." The Volta Review, LXVI (October, 1964), pp. 627-630.

A regular classroom teacher tells of her experience in teaching a hearing impaired child. She offers suggestions for teaching speech, reading and language as well as suggestions for classroom management and parent involvement.

Stafford, Charlotte. "The Deaf Can Get Concepts from Comics." The Instructor, 77 (December, 1967), p. 40.

The author suggests that comic books on nursery rhymes, fairy tales, and fables can help hearing impaired children understand concepts more easily than a textbook could. Classics can be introduced this way. The pictures also teach sequencing, portrayal of action and conversation.

Szwed, Edwin. "Integrating Physical Activities and Reading Readiness." The Instructor, 79 (August, 1969), p. 103.

A rationale is given for using physical education activities in teaching reading readiness. Examples of games and skills recently developed are given. Contrasting, comparing words, visual descrimination, attending, sequencing, and following directions are discussed.

Wahl, Jeanne. "Evaluating Your Reading Program." Grade Teacher, 87 (May, 1970), pp. 110-111.

Guidelines for teachers concerning the quality of their reading programs are listed.

HEARING AIDS

PROJECT NEED
"FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSROOMS"

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1974

HEARING AIDS

A hearing aid is vital for the hearing impaired student who is enrolled in a regular classroom. With a basic understanding of the parts of a hearing aid and suggestions for minor classroom modifications, the regular classroom teacher can insure the effective use of hearing aids in her classroom. This filmstrip includes:

1. a discussion of the two general kinds of aids and the major components of hearing aids.
2. a description of the possible malfunctions of a hearing aid and the measures which can be taken when malfunctions develop.
3. classroom modifications which will assist the hearing impaired student in gaining maximum benefit from his hearing aid.

3/7/74

HEARING AIDS
FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	(Title) A hearing aid is vital in order for the hearing impaired student to function at his best in the regular classroom.
2	This filmstrip deals with the major kinds of hearing aids, the major parts of aids, possible malfunctions and important modifications in the classroom which will help the hearing impaired student gain maximum benefit from his hearing aid.
3	A hearing aid is an electronic device that helps compensate for hearing loss by amplifying sound. While the amplified sound may be louder or more audible, it may still be somewhat unclear. However, with time and practice, a child learns to interpret the amplified sound into meaningful messages.
4	There are two general kinds of hearing aids. The first is the body aid, which looks like a tiny radio and is usually worn close to the child's chest. A specially designed carrier, usually worn underneath the clothing, may be used to hold the aid in place or it may be worn in a shirt pocket.
5	The second type of aid is called an ear level aid. As the name implies, this small, crescent-shaped instrument is made to fit snugly behind the ear.
6	This type of aid has been made more powerful in recent years through the use of tiny transistors. Since the aid does not come in contact with clothing, there is less rubbing noise transmitted to the ear. Ear level aids are also less conspicuous.
7	A hearing aid has three basic components: a microphone, an amplifier, and a receiver.
8	A microphone picks up sound waves and changes them into electrical signals. The microphone is usually located on the front of the hearing aid.

Frame	Narration
9	A hearing aid microphone works like any other microphone: the closer it is to the sound source, the better it picks up the sound. A well-modulated voice at a distance of about 4 to 10 feet from the microphone is adequate for understanding speech in classroom situations.
10	The second major component is the amplifier. The amplifier increases the intensity of an electrical signal. Notice in this illustration that the amplifier is located inside the hearing aid.
11	The volume control, which is a dial located on the outside of the hearing aid, adjusts loudness. Most hearing aids have numbers on the dial; the higher numbers indicating more amplification.
12	The third major component is the receiver, which is worn at ear level. The receiver changes electrical signals back into sound waves that the child can hear. A hearing aid receiver can be compared to the receiver of your telephone, since it, too, changes electrical signals back into sound waves which can be perceived by the human ear.
13	On the ear level aid, the microphone, the amplifier and the receiver are built directly into the crescent-shaped instrument.
14	An ear mold is connected to the receiver of a hearing aid. It is specially designed to fit snugly into the ear canal.
15	Hearing aids may be used in one or both ears. When one aid is worn, a single cord may transmit sound to one of the ears. Occasionally, you will notice a "Y" cord being used to transmit the sound from the single aid into both ears.
16	Many children wear two separate aids, one for each ear. Since each ear may have a different loss, two aids provide separate amplification for each ear.
17	Hearing aids are much like appliances in your home: they may sometimes need minor repair. Although the child and his family are responsible for maintaining the aid, familiarity with the problems will enable you to help the child get maximum use from his aid in your classroom.
18	Two of these common problems center around the battery. As a battery starts to fail, the amplification will become weaker, indicating the necessity of replacing the battery.
19	Under normal conditions, batteries may last from about 72 hours to several weeks. Since the battery may fail at school as well as at home, parents may be willing to supply you with extra batteries.

Frame	Narration
20	Batteries sometimes leak fluid and cause corrosion inside the battery chamber. This can be remedied by wiping out the area with a pencil eraser or a cloth and replacing the damaged battery with a new one.
21	Dirt may cause poor contact between the hearing aid and the cord. This may be the problem if the aid sputters on and off when the plug is wiggled, and can be corrected by rubbing accessible contacts with a pencil eraser.
22	Damaged cords may also cause sputtering or intermittant sound. The cord itself may be broken or the covering may be frayed. If the pins are clean, replacing the cord may help.
23	If an ear mold does not fit snuggly in the ear, or if the volume is turned too high, a high frequency whistling known as feedback, may be heard. A loose ear mold is often a problem for young children because they are growing so quickly that they often outgrow their molds.
24	It is important that the ear mold be clean. Wax or fluid can plug the small opening in the ear mold and cause muffled or distorted sound. The mold may be easily washed with mild soap and dried with a soft cloth or a pipe cleaner.
25	Responsibility for maintaining the aid lies with the child and his parents. Let the parents know if the aid has been damaged, if the ear mold is dirty, or if the child is experiencing feedback.
26	Aside from proper maintainence which is the responsibility of the child and the family, here are several ideas which can be used in your classroom to promote effective hearing aid usage.
27	An individual gets the best results from his hearing aid when people speak to him in a normal tone of voice. Speech which is too loud will be more distorted, and will therefore be difficult for the person who uses a hearing aid to understand.
28	For best hearing aid usage, the seating in the classroom should be arranged so that the hearing impaired child is sitting about 4 to 10 feet from the teacher during teaching periods. Hearing aids work most effectively when they are close to the sound source.
29	Since background noises are amplified in the same way as speech and other meaningful sounds, the hearing aid wearer must discriminate between the noise and what you are saying. Therefore, the hearing impaired child will get the best use from his aid when the classroom is reasonably quiet.

Frame	Narration
30	Here is an example of how background noise can muffle the speaker's voice. (NOISE) See if you can understand me over all this noise. As you can hear, it is very difficult to sort out the message from the background noise. (END NOISE) Were you able to understand me? It is sometimes difficult to sort out the message from the background noise.
31	Sometimes the child will have to move around the classroom to get the best use of his hearing aid. Arrange seating options and encourage him to take it upon himself to change seats whenever you are in another part of the room.
32	The child should be encouraged to wear his aid during recess and P.E. This is desirable since children learn to depend on their aids and to take care of them while playing.
33	The other students in the classroom may be curious about the hearing aid. They may enjoy learning about how it works, what it does, and how it helps the hearing impaired child. You may even want to develop a teaching unit on hearing and hearing aids.
34	As he grows older, the child's ability to hear may get better or worse. Report to the child's hearing clinician or school nurse any change you suspect in his hearing. Changes should also be reported to the child's family, since they may want to arrange for a hearing examination. He will also need a regularly scheduled hearing aid evaluation each year.
35	A hearing aid is a very important tool in helping a child with a hearing loss adjust to his environment. Hearing impaired children can and do make use of their hearing through the appropriate use of hearing aids. You can play an important part in their development by encouraging them to use their hearing aids in your classroom to full advantage.
E	(Title)
F	(Title)

2/29/74

filmstrip: HEARING AIDS

Do-It-Yourself Follow-Up Guide

- Get acquainted with the hearing aid: how it works and what can cause problems.

- With parental approval, keep extra hearing aid batteries available at school in case battery replacement is necessary.

- If a hearing aid sputters check:

  --for battery fluid leak in battery chamber. Remedy by wiping out corrosion with a cloth or pencil eraser and replacing damaged battery with a new one.

  --contact between the hearing aid and the cord. If aid sputters when plug is wiggled, rub accessible contacts with a pencil eraser. If pins are clean, replacing the cord may help. This is parents' responsibility.

- If hearing aid causes a high frequency whistling known as feedback, check:

  --fit of ear mold. If loose, contact parents.

  --for volume turned too high.

- If sound is muffled or distorted to the child, the small opening in the ear mold may be plugged with wax. Notify parents or with their consent, wash ear mold with mild soap and water, drying it with a soft cloth or a pipe cleaner.

- Notify parents about all hearing aid problems and damage.

- If the child refuses to wear the aid, notify parents.

- Speak in a well-modulated, normal tone of voice at a distance of about 4 to 10 feet from hearing impaired child.

- Keep the classroom reasonably quiet for best hearing aid usage.

- Encourage the hearing impaired child to move around the classroom or change seats to get best result from his aid.

- Encourage a hearing impaired child to wear his aid during recess and P.E. He then learns to depend on his aid and take care of it while playing.

- Familiarize whole class with hearing and hearing aids. A teaching unit may be developed on it.

- Report any change in hearing ability that you may suspect to parents, and to the child's hearing clinician or school nurse.

- Encourage a hearing impaired child to use his hearing aid to full advantage in your classroom.

HEARING AIDS - SITUATIONS

1. Situation: A child's hearing aid (body type) makes a squealing noise every time he begins writing. Why do you think this happens? What would you do about it?

2. If you teach in several different areas, depending on the activity, how can you arrange the hearing impaired child's seating so that he can see and hear at all times?

3. Situation: A hearing impaired child tells you his aid is too loud. What factors should you check in your own method of delivery? With whom should you discuss the problem?

4. If you feel that your classroom is too noisy, what steps could you take to reduce the noise level? With whom should you discuss this problem?

5. Situation: A hearing impaired child tells you that his hearing aid stopped working. What minor problems might have caused the failure? What could you do about these problems? Who could help you with hearing aid problems?

6. Situation: The child refuses to wear the aid at all. What will you do?

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HEARING AIDS

Johnson, E. W. "Let's Look at the Child - Not the Audiogram." The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 18-23. Also appeared in The Volta Review, LXIX (May, 1967), pp. 306-310+.

The importance of looking at how a hearing impaired child functions (not at his hearing loss) is developed in particular relationship to his placement within the proper type of educational system. How a hearing impaired child responds to his hearing aid and the importance of residual hearing are also explored.

Northcott, W. H. "A Hearing Impaired Pupil in the Classroom." The Volta Review, LXXIV (February, 1972), pp. 105-108.

The author lists general information regarding hearing aid components, effectiveness of the hearing aid, and the importance of residual hearing. She also makes suggestions for modification of teaching techniques which may help the hearing impaired child.

Pollack, D. and Ernst, M. "Don't Set Limits: Expectations for Pre-School Children." The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 156-162. Also appeared in The Volta Review, LXXV (September, 1973), pp. 359-367.

The development of listening skills through the use of a hearing aid is described. Suggestions are given to the teacher for structuring the auditory environment of the nursery school so that the hearing impaired child can learn to interact and communicate verbally with others.

Pollock, Margaret B. and Pollock, Kenneth C. "Letter to the Teacher of a Hard-of-Hearing Child." Childhood Education, XLVII (January, 1971), pp. 206-209.

General suggestions for helping the child who wears a hearing aid in the regular classroom; some troubleshooting techniques for hearing aids are included.

Stassen, R. A. "I Have One in My Class Who's Wearing Hearing Aids." The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 24-31.

A detailed discussion of hearing aids and hearing needs of hearing impaired children in regular classes.

ADMINISTRATIVE GUIDELINES

PROJECT NEED
"FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN INTO REGULAR SCHOOL CLASSROOMS"

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1974

ADMINISTRATIVE GUIDELINES

The success of integration programs depends, in part, on the organization and administration of it. This filmstrip includes:

1. an introduction to the process of integration.
2. suggestions for staff organization.
3. orientation needs.
4. discussion of support personnel needs.
5. factors to be considered when evaluating children.

6-11-74

ADMINISTRATIVE GUIDELINES
FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	The planning, organizing, and implementing of integrated programs for hearing impaired children can be a most satisfying experience for regular school administrators.
2	Accepting hearing impaired children as functional members of the regular school program develops sensitivity to human needs, tolerance, and understanding of individual differences on the part of the faculty and hearing classmates.
3	In this way, educational, social, and cultural achievement are enhanced through an educational philosophy which encompasses the integration concept.
4	Inasmuch as the successful integration of hearing impaired children into regular school classes depends upon administrative authorization and support, this filmstrip provides administrators with suggestions and information regarding the concept of integration, ideas for educational programing, and guidelines for planning and implementing the processes of integration.
5	Some children with limited hearing have been educated in regular classes from the beginning of their education; many others have been placed into self-contained classes apart from hearing children. Actually, hearing impaired children may be educated in a variety of educational settings.
6	The practice of integration places children with limited hearing in regular classrooms either part or full time. Integration stimulates interaction among hearing and hearing impaired children in an educational, social, and cultural environment.
7	In the school setting, a child might be integrated from a few hours a week to all day depending upon his degree of readiness and the receptiveness of the regular school personnel.

Frame	Narration
8	The child might be integrated for one or more subjects either academic or non-academic or he might meet his classmates solely on a social basis.
9	When the child becomes involved with his hearing classmates in all activities in the regular classroom, he is considered to be fully integrated. Depending upon his needs, he may receive help from an academic tutor, a speech clinician and/or other support personnel.
10	Academic integration occurs when the hearing impaired child is involved with his hearing peers within the regular class in such subjects as math, reading, science, social studies and language.
11	Non-academic integration includes his participation with hearing classmates in such subjects as art, physical education, and music.
12	Social integration includes situations in which the hearing impaired child has social contact with his hearing classmates such as during club activities, lunch time, assemblies, and recreation.
13	Cross integration is an exchange of hearing and hearing impaired children between classrooms, and reverse integration occurs when hearing children join the special class for various activities.
14	Some hearing impaired children are never segregated; they are involved in regular school classes from preschool through high school.
15	When integration takes place, it is necessary to facilitate a smooth transition from special class placement into a regular school program. Therefore, adequate preparation is essential for the hearing impaired child, his family, hearing classmates, teachers, and administrators.
16	Meaningful integration requires cooperation among administrators, coordinators, supervisors and specialists in: 1) the state office; 2) the district office; and 3) the school.
17	Competent, support personnel give assistance to the regular classroom teachers. These might include the audiologist, resource specialist, integration specialist, speech and hearing clinician, itinerant teacher, academic tutor, and the teacher's aide.
18	Some districts have a cooperative plan whereby supportive personnel are shared on regional basis. However, administrators should guard against having the supportive personnel spread too thinly.
19	In addition, teacher/student ratios might be a consideration in planning a program of integration.

Frame	Narration
20	Some districts stipulate in their contracts that every teacher must be willing to accept hearing impaired children in their classes, while other districts allow teachers to volunteer their involvement.
21	Whatever policy is used in integrating hearing impaired children into regular classrooms, a clearly defined plan of action should be developed and implemented by the educational staff.
22	The attitude of the educational personnel toward the mainstreaming concept is important. Thus, an orientation procedure should be developed to encourage team effort. With the approval of the administration, an orientation program can be implemented through a series of inservice workshops.
23	The plan should include general information about hearing impairments, such as the causes of hearing loss, the use of hearing aids, the processes of speechreading and auditory training, general principles of classroom management and communication, and speech, reading, and language development.
24	Specific orientation is also necessary with each classroom teacher so that she is sensitive to the capacities and needs of the hearing impaired child with whom she will work.
25	The teacher may want to know about management techniques, the degree of functional hearing the child has, his ability to speechread, the fluency of his language, and any other information which will help her effectively plan for the hearing impaired child.
26	All who are involved in the various aspects of the integration process should consider each child individually on the basis of functional ability.
27	Psychological and environmental characteristics should also be considered, such as the degree of hearing loss, type of loss, age of onset of hearing loss, intelligence, personality, nature and quality of education, and the attitudes of the family, the school, and the community.
28	Under the direction of the local administrator, appropriate services may be determined for the child, the teacher, and the parents. The roles of team members must be defined clearly and appropriately in order to provide a suitable delivery of services.
29	Specifically, an integration specialist might be made available to supervise the integration process; the duties of this professional are to maintain liaison among members of the team and to act as a source of supplemental information.
30	A hearing clinician should be available to offer individual speech help to the hearing impaired child on the basis of need.

Frame	Narration
31	Additional information provided by other professionals is vital to the team in planning educational strategies.
32	For instance, the audiologist maintains a record of the child's performance on hearing tests and provides information about how the child uses his hearing aid and how the teacher may make optimum use of the child's residual hearing.
33	A psychologist contributes information about the child's potential for learning.
34	The nurse and social worker will be able to add information about the child's health and family environment as these factors often have implications in educational planning.
35	The profiling of each child's characteristics and abilities, upon entry and continuing to record progress throughout his educational career will help immeasureably in assessing strengths and weaknesses and in modifying the school program to meet individual needs.
36	Some important aspects to be considered in integrated placement include:
37	The functional ability of the hearing impaired child to communicate meaningfully with his classmates and teacher...
38	The ability to socialize within his group and to cope adequately with his school environment...
39	The utilization of his residual hearing through the consistent use of amplification from his personal hearing aid...
40	And the realistic development of academic skills within the class.
41	No one characteristic should be used as a sole determinant of educational placement. All should be weighed in appropriate perspective.
42	Individual differences must be considered in all instances. Because integration might be a major transitional adjustment for many hearing impaired children, academic and social progress might be gradual but generally accelerates if the family, the school, and the community are wholly supportive.
43	Thus, as the interdisciplinary team works together to define and fill the individual needs of the integrated child, predictions for success are favorable.
E	(Title)
F	(Title)

3/19/74

filmstrip: ADMINISTRATIVE GUIDELINES

Do-It-Yourself Follow-Up Guide

- Encourage the entire administrative and professional staff to participate in the integration program.

- Have a clearly defined plan of action in order to insure the successful integration of the hearing impaired child into the regular school class.

- Implement orientation procedures to insure cooperation among the principal, counselors, social workers, teachers, psychologists, parents and other important persons.

- Hold a series of inservice (orientation) workshops for regular classroom teachers. Personnel are thus familiarized with the conditions surrounding hearing impairments and the needs of the hearing impaired child.

- Specific orientation with each classroom teacher is necessary so that she understands the capacities and needs of the hearing impaired child with whom she will work.

- Each classroom teacher of a hearing impaired child should know the amount of functional hearing the child has, his ability to speechread, the fluency of his language and any other information which she will need to effectively plan for the hearing impaired child.

- The administrator can:

    - --provide appropriate services for the child, the teacher, and the parents.

    - --decide which needs can be filled by the personnel at the school.

    - --develop a plan to fill these needs.

- Use every team member in integration planning.

    - --An integration specialist can supervise the integration process and act as a source of supplemental information.

    - --A hearing clinician can offer individual speech help to the hearing impaired child on the basis of need.

- Use other professionals in planning educational strategies.

    - --An educational audiologist can furnish a record of a child's performance on hearing tests as well as some information about how he uses his hearing aid and how the teacher can make optimum use of the child's residual hearing.

    - --A psychologist can contribute information about the child's potential for learning.

  - --A nurse and social worker may be able to add information about the child's health and family environment which may have implications in educational planning.

- Meet regularly as a team to discuss progress and difficulties and to decide on a course of action.

- In placing children in integrated settings, consider the ability and potential of the hearing impaired child to:

  - --communicate meaningfully with his classmates and teachers.

  - --socialize within his group and to cope adequately with his school environment.

  - --make full use of his residual hearing through the consistent use of amplification from his personal hearing aid.

  - --make reasonable academic progress within the class.

- In planning for integrated placement the process should always be subject to periodic monitoring and reconsideration.

ADMINISTRATIVE GUIDELINES - SITUATIONS

1. How important is the cooperation of district administrators to the success of integration programs? How can they help?

2. Examine the orientation procedures used in your district. Do they reach everyone? Who else should be included? How can orientation be improved?

3. Who participates in the integration team in your area? How could evaluation, placement and re-evaluation procedures be improved?

4. How can the regular classroom teacher more fully participate in the activities of the team?

5. To what extent do current support services meet the needs of hearing impaired children? Discuss long and short term goals for improving the service delivery system in your area.

BIBLIOGRAPHY

ADMINISTRATIVE GUIDELINES

Alexander Graham Bell Association for the Deaf. "Guidelines for an Integrated Program." *The Volta Review*, Parent's Section, LXVI (February, 1964), pp. 87-88.

Elements necessary for successful integration are listed and discussed. They include philosophy, communication, staff, understanding, support and interaction by parents, and placement on basis of skills. Activities for helping hearing impaired children acquire language are also discussed.

Auble, L. F. "The Integrated Superintendent: Normalization Can Be A Reality." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 47-51.

A public school superintendent describes the role of parents and educators in developing and implementing an integrated program for hearing impaired children within the public school system. Among the challenges to be met are locating the children to be served, securing qualified and committed staff members, obtaining and utilizing effective equipment, developing a unifying and workable philosophy, and involving the parents for support and interaction.

Bilek, S. "The Integrated Teacher." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 52-56.

A teacher in a public school where hearing impaired children are integrated, talks to her co-teachers on the subject of integration by describing her own approach to teaching - an approach which considers the child first, the hearing impairment second.

Bowman, E. "A Resource Room Program for Hearing Impaired Students." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 108-113.

The author discusses the resource setting as a strategy for meeting the needs of hearing impaired children in regular classes. Included are the functions of a resource room and the functions and competencies of a resource room teacher. Other topics of discussion are schedule adjustment, liaison with regular classroom teachers, a rationale for integration and the importance of working together.

Deno, E. "Special Education as Developmental Capital." *Exceptional Children*, XXXVII (November, 1970), pp. 229-237.

A good case for mainstreaming special education students is brought out in this article. The author describes a delivery system for special education services which facilitates tailoring of treatment to fit individual needs rather than a system that sorts out children to fit standard conditions.

Flegel E. "Services for the Hearing Handicapped in a Special School District." *The Volta Review*, LXVI (May, 1964), pp. 253-257.

The author describes in detail, steps to effect a smooth transition for hearing impaired pupils transferring from private schools to public schools as is implemented in her school district. Areas covered include placement determination, basis and type of additional help, and orientation of the regular classroom teachers to the needs and problems encountered in dealing with the hearing impaired child.

Johnson, A. L. "Supportive Instruction for Hearing Impaired Students." *The Volta Review*, LXX (March, 1968), pp. 184-188.

The supportive instruction through the itinerant program for hearing impaired students in New York City is described in this article. This supportive instruction is related to the student's classification in the itinerant program and his individual needs. The program includes guidance service, tutorial help, lipreading instruction, and hearing training, as well as other types of aid to answer individual needs.

Johnson, E. W. "Let's Look at the Child - Not the Audiogram." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 18-23. Also appeared in *The Volta Review*, LXIX (May, 1967), pp. 306-310+.

The importance of looking at how a hearing impaired child functions (not at his hearing loss) is developed in particular relationship to his placement within the proper type of educational system. How a hearing impaired child responds to his hearing aid and the importance of residual hearing are also explored.

Leckie, D. J. "Creating a Receptive Climate in the Mainstream Program." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 32-36. Also appeared in *The Volta Review*, LXXV (January, 1973), pp. 23-27.

Mrs. Leckie discusses "selling" the staff on integration in that she relates the integration process to sound marketing practices.

Leigh, D. "The Deaf Child Enrolled in a Hearing School." The Volta Review, LXV (June, 1963), p. 312.

A hearing impaired young man explains his own experiences with integration; the importance of speech lessons; the importance of self-acceptance.

Lexington School for the Deaf. "Giving Deaf Children Needed Experience with the Hearing World." Audio-visual Instruction, XIV (November, 1969), pp. 89-99.

This article deals with a new program offered by the Lexington School for the Deaf in New York City. The new program integrates hearing and hearing impaired students in physical activities, arts and crafts, field trips and other such activities - much of this taking place after regular school hours. The objective is to give the hearing impaired children experience with the hearing world in which they eventually will have to live.

Mecham, S. R. and Van Dyke, R. C. "Pushing Back the Walls Between Hearing and Hearing Impaired Children." The Volta Review, LXXIII (September, 1971), pp. 359-364.

An actual integration situation is described in this article which shows that hearing impaired students can cope with and learn in an innovative "open-area" school. Firsthand impressions of this program before and after are given by both teachers and hearing classmates.

Northcott, W. H. "A Hearing Impaired Pupil in the Classroom." The Volta Review, LXXIV (February, 1972), pp. 105-108.

Basic philosophy and techniques regarding hearing impaired children in the classroom; includes suggestions for teaching modifications.

Northcott, W. H. "The Integration of Young Deaf Children into Ordinary Educational Programs." Exceptional Children, XXVIII (September, 1971), pp. 29-32.

The author states her belief that preprimary hearing impaired children should be given every chance to develop sufficient early listening and speaking skills. This experience should include early parent support and multiple service options such as nursery school experience with hearing children. The article delineates criteria for the selection of candidates for realistic integration and includes a description of the roles of the diagnostic teacher and a variety of supportive specialists.

Parker, S. G. "Observation by Parents: The Preprimary Hearing Impaired Child." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 163-166.

This article offers an evaluation form to guide parents' observation in their child's classroom. Form is also helpful for administrators and teachers who observe and evaluate the integrated placement of a hearing impaired child.

Paul, R. L. "A Resource Room for Hard of Hearing Children in the Public Schools." *The Volta Review*, LXV (April, 1963), pp. 200-202.

The author describes the role of a resource room program for hard of hearing children in detail. Services described include placement, amplification, language, special skills and consultant services.

Reynolds, M. C.; Abraham, W.; Blodgett, D.; et. al. "Basic Commitments and Responsibilities to Exceptional Children." *Exceptional Children*, XXXVIII (October, 1971), pp. 181-187.

This is a position paper prepared by the CEC Policies Commission and approved by the 1971 Delegate Assembly. The policies proposed in it are an attempt to clarify the basic commitments and responsibilities of special educators to exceptional children.

Scheeline, A. "Integrating Deaf Children into Public Schools." *The Volta Review*, LXXIII (September, 1971), pp. 370-373.

This article is written by the mother of a hearing impaired child who tells of her daughter's transition from a residental school for deaf children into a regular day school. She stresses cooperation with teachers, use of notetakers, help from a mother and assistance at home all as being helpful in making the adjustment possible.

Schwartz, M. G. "A Deaf Child in My Hearing Class." *The Volta Review*, LXVI (October, 1964), pp. 627-630.

A regular classroom teacher tells of her experience in teaching a hearing impaired child. She offers suggestions for teaching speech, reading and language as well as suggestions for classroom management and parent involvement.

FAMILY ORIENTATION

PROJECT NEED
"FACILITATING THE INTEGRATION OF HEARING IMPAIRED CHILDREN
INTO REGULAR SCHOOL CLASSROOMS"

Project Director - Grant B. Bitter, Ed.D.
Project Coordinator - Kay A. Johnston, M.Ed.
Assistant Coordinator - Karen F. Bringhurst, B.A.

Media Specialist - James E. Duane, Ed.D.
Artist - R. Vernon Bullough, Ph.D.
Graphic Design - Stephen D. Fitt, M.Ed.
Narrator - Robert Simmons, Ph.D.

Writing Assistants:

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Verna V. Yater, M.A.

1974

FAMILY ORIENTATION

Families can assist in developing the skills necessary for integration by including their hearing impaired child in their day-to-day activities and by taking an active interest in his academic and social growth. This filmstrip includes:

1. a philosophy of integration.
2. suggestions for including the hearing impaired child in family activities.
3. suggestions for developing the skills important to integrated educational placement.
4. suggestions for enhancing cooperation with schools and support persons who are involved with integrated children.

6/11/74

FAMILY ORIENTATION
FILMSTRIP

Frame	Narration
A	(Title)
B	(Title)
C	(Title)
D	(Title)
1	Families have considerable influence in the process of successfully integrating their hearing impaired children into regular school classes.
2	This filmstrip tells why family involvement is important in the integration process and offers strategies which will be helpful in integrating hearing impaired children into all aspects of the environment.
3	Although the process of integration is sometimes referred to as fusing, mainstreaming, or normalizing, the ultimate goal might be called MAXIMUM CULTURAL INVOLVEMENT.
4	Maximum cultural involvement includes four specific areas in the child's environment which have great impact on his life. They are: his family, his school, his community, and his church.
5	Inasmuch as the family is the first laboratory in which the child discovers who he is and the meaning of his relationship to others, it is vital that each of you accept him and yourselves as worthy persons.
6	As he is accepted as a full participating member of the family, an opportunity is provided for him to share in the fun, the responsibilities, and the emotions of family give-and-take; he thereby develops a positive self concept.
7	To help family members deal constructively with hearing impairments and/or other differences, it would be helpful to seek counsel from other families who have been able to cope positively with these family crises. Many areas have parent organizations which offer support.
8	Through early identification of hearing loss, early and appropriate amplification and parent-child education, professionals can help you help yourselves meet the challenges that hearing impairments might impose. Continued appropriate diagnosis, assessment, and educational placement can help significantly.

Frame	Narration
9	Readiness for integration develops through the family's attitude. The following frames suggest ways in which you can develop attitudes and behaviors which are conducive to integration.
10	Everyone should make a point of involving the hearing impaired child in the activities and experiences which are enjoyed by the family.
11	The behaviors that are expected from the other family members should also be expected from your hearing impaired child.
12	Including him in vacations, hobbies and family events within the community is of primary significance in preparing him for school experience with his hearing peers.
13	Such family interaction also offers the hearing impaired child the opportunity to develop and use his communication skills, and it helps to develop personal resiliency, or the ability to bounce back.
14	Qualities basic to becoming a productive member of society such as self-reliance, confidence, and responsibility must also be developed. When the child is over-protected or given permissive freedom, he is not being appropriately prepared for integration. Rejection is equally harmful to his growth and development.
15	Acceptance of the hearing impaired child in the home will enhance acceptance in the community, with peer groups and businesses operating in the community.
16	Orientation to hearing impairments may be accomplished by inviting the neighbors, including hearing peers, into your home and acquainting them with your child.
17	Holidays and birthdays provide additional opportunities for involving peers with hearing impaired children.
18	Involving the child in grocery shopping and other such experiences will be of great value. Include him in the actual experience of purchasing items.
19	Family participation in community activities can also help to extend the circle of friends and experiences of the hearing impaired child. This develops and utilizes language skills, confidence in self and others, and a feeling of service and moral responsibility.
20	Inasmuch as you - the family of the hearing impaired child - are so important in the successful preparation and implementation of the mainstreaming process, your orientation to the regular school program is essential, and all family members should be encouraged to participate as fully as possible.

Frame	Narration
21	The special school, agency, or institution is encouraged to orient you and the receiving program to the kinds of support personnel which will help the hearing impaired child to achieve success.
22	Ideally, there is a close, continuous working relationship of the special school personnel, the regular school personnel, and you through each phase of integration. Such a relationship enhances the opportunities for the successful mainstreaming of the hearing impaired child.
23	After your child is actually integrated, you can continue your active support by keeping in close touch with the regular classroom teacher. This will enable you to find out how help and encouragement relating to classroom experiences can be given at home.
24	If you are to be involved in active home help, educational objectives should be discussed with you. The educators know that as you take part in the formulation of the objectives, you will be more likely to provide appropriate support and extra help.
25	There are several specific things which you can do to indicate your desire to help. For instance, make a point of being aware of the subjects taught so that the experiences can be supplemented at home whenever possible.
26	Take an interest in your child's homework and school projects. Look at test papers and other written assignments since these are good indicators of areas in which you can help.
27	If special support personnel are working with the child outside of the school setting, it's wise to coordinate the efforts of the teacher with the specialist. Thus, the lessons can be used to improve the child's functioning in school by strengthening weak skills.
28	You can also insist on the continuous and consistent use of your child's hearing aid, since appropriate use is vital to the development of listening and speaking skills, both of which facilitate integration.
29	Make certain the child's hearing aid is working properly. Check the aid daily to see that the batteries are fresh and that cords and receivers are not damaged.
30	You may want to send extra batteries and cords to school with the child. With young children, the teacher may be willing to keep spare parts in her desk. She may also welcome a brief demonstration on how to replace troublesome batteries or cords.
31	Parents are often welcomed into the classroom to volunteer as an aide or a room mother. You can help by participating in class trips, parties, or holiday events, and some of you may be qualified to serve as tutors. PTA functions also offer a way to assist the school and to get to know the teachers.

Frame	Narration
32	You will want to observe your children in class during the school year, and are encouraged to do so. Pre-arrangement of these visits is helpful to facilitate communication.
33	If the school does not regularly schedule conferences, you might want to initiate them yourselves. Strive to adopt a positive and enthusiastic relationship with the school and to be sensitive to the other person's point of view. A reciprocal, positive relationship on the part of the home and the school is essential in meeting the needs of the child.
34	There is no instant formula that transforms the hearing impaired child into a completely functional individual merely because he occupies space in a regular classroom. Indeed, there is no easy way for *any* child to become educationally, socially, and vocationally competent.
35	However, any program which is successful in integrating the hearing impaired child must include hard work, patience, creativity, integrity, skillful team responsibility and preserverance on the part of those concerned with effective education of all children: that is the school, the community, the church, and most importantly *you*, his family.
E	(Title)
F	(Title)

filmstrip: FAMILY ORIENTATION

Do-It-Yourself Follow-Up Guide

- Learn all you can about the integration process through contact with special school personnel, regular school personnel and families who have had similar experiences.

- Participate fully in orientation procedures for your hearing impaired child.

- Stimulate appropriate attitudes and behaviors of integration in a hearing impaired child by:

    --involving him in the activities and experiences the whole family enjoys.

    --expecting the same behaviors of the hearing impaired child as are expected of the other family members.

    --including him in vacations, hobbies and family events within the community which would help in preparing him for normal school experiences with his hearing peers.

- Develop self-reliance, confidence and responsibility by not over-protecting, rejecting or giving permissive freedom to the hearing impaired child.

- Take part in the formulation of educational objectives with the school staff and continue an active support role by keeping in close touch with the regular classroom teacher. Help and encouragement relating to classroom experiences can thus be given at home.

- Make a point of being aware of the subjects taught at school so that these experiences can be supplemented at home whenever possible.

- Take an interest in the hearing impaired child's homework and school projects to indicate interest and also keep informed on child's progress and areas where help is needed.

- Let the regular classroom teacher know when special support personnel are working with the child outside of the school setting so that coordination of efforts can take place.

- Insist on continuous and consistent use of the child's hearing aid as appropriate use is vital to the development of listening and speaking skills.

- Make certain that the child's hearing aid is working properly by checking it daily.

- Supply the regular classroom teacher with extra batteries and cords and demonstrate their replacement so that the hearing aid may be workable at all times.

- Help in the school setting by participating in class trips, parties, holiday events, by volunteering as an aide or room mother or by becoming involved in PTA functions.

- Prearrange visits to classes for observation.

- Initiate regularly scheduled conferences if school does not do this.

- Strive to adopt a positive and enthusiastic relationship with the school and to be sensitive to the other person's point of view.

FAMILY ORIENTATION - SITUATIONS

1. How can families develop good self-concepts in their children? How is this helpful in the integration process?
2. How can families and schools cooperate to facilitate integration?
3. How can brothers and sisters help?
4. What is the responsibility of the family with regard to hearing aid maintanence and repair?
5. What behaviors, responsibilities and activities may be expected of hearing impaired children in the family setting.

BIBLIOGRAPHY

FAMILY ORIENTATION

Alexander Graham Bell Association for the Deaf. "Guidelines for an Integrated Program." *The Volta Review*, Parent's Section, LXVI (February, 1964), pp. 87-88.

The elements necessary for successful integration are discussed. They include support and interaction by parents, philosophy of integration, communication, staff, understanding, and placement on basis of skills.

Auble, L. F. "The Integrated Superintendent: Normalization Can Be a Reality." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 47-51.

A public school superintendent describes the role of parents and educators in developing and implementing an integrated program for hearing impaired children within the public school system. Among the challenges to be met are locating the children to be served, securing qualified and committed staff members, obtaining and utilizing effective equipment, developing a unifying and workable philosophy, and involving the parents for support and interaction.

Carver, R. L. "A Parent Speaks Out on Integration in the Schools." *The Volta Review*, LXVIII (October, 1966), pp. 580-583.

A parent of two hearing impaired boys stresses the importance of early education for *parents* of deaf children; the importance of residual hearing; the necessity of support and interaction by the parents; and the importance of a good *home* reading program.

Christensen, E. "When Tommy Speaks." *Childhood Education*, XXXIX (November, 1962), pp. 127-131.

This article offers insight into speech and language development and the role these play in childrens' lives. Ways of providing opportunities for practice at home and school are also discussed.

Croft, J. "A Look at the Future for a Hearing Impaired Child of Today." The Volta Review, 76 (February, 1974), pp. 115-122.

The author is both an educator and a parent of a hearing impaired child. He writes about his experiences with his daughter who is not an "integrated" child because she was never educationally segregated. He lists the "basic ingredients" of an auditory approach to education of hearing impaired children.

Eskin, P. "Room for the Brave." Grade Teacher, 85 (December, 1967), pp. 60-63.

This article tells of a third grade teacher's experience of helping her class understand the "brave child" -- the one who is alone or different.

Flegel, E. "Services for the Hearing Handicapped in a Special School District." The Volta Review, LXVI (May, 1964), pp. 253-257.

The author describes in detail, steps to effect a smooth transition for hearing impaired pupils transferring from private schools to public schools as is implemented in her school district. Areas covered include placement determination, basis and type of additional help and orientation of the regular classroom teachers to the needs and problems encountered in dealing with the hearing impaired child.

Kopp, H. G. "Adolescence: Adjustment or Rebellion?" The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 209-211.

The author stresses the importance of understanding, realistic encouragement, and active involvement of the part of adults to assist the hearing impaired teen-ager in adjusting to adolescence and preparing for adulthood. Part of this assistance comes by widening opportunities for the hearing impaired youth and by stimulating him to accept challenges and pursue his individual potential.

Morgan, H. G. "Building Self-Esteem at Home and School." Childhood Education, 38 (February, 1962), pp. 278-280.

This article stresses the importance of the child's acceptance by the "significant others" in his life, the teacher being one of the most significant. This helps the development of positive self-concepts.

Neuhaus, M. "Parental Attitudes and the Emotional Adjustment of Deaf Children." *Exceptional Children*, XXXV (May, 1969), pp. 721-727.

The author discusses the results of a study which indicate a significant relationship between maternal and paternal attitudes toward children and the child's emotional adjustment. He also suggests modifications in teaching and counseling the hearing impaired and their parents.

Northcott, W. H. "Candidate for Integration: A Hearing Impaired Child in a Regular Nursery School." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 143-150. Also appeared in *Young Children*, XXV (September, 1970), pp. 367-380.

Dr. Northcott discusses the hearing impaired child's development of language, speech and listening skills in a regular nursery school. This is an excellent article for teachers who work with young children since it offers suggestions for developing verbal skills.

Northcott, W. H. "The Integration of Young Deaf Children into Ordinary Educational Programs." *Exceptional Children*, XXVIII (September, 1971), pp. 29-32.

The author states her belief that preprimary hearing impaired children should be given every chance to develop sufficient early listening and speaking skills. This experience should include early parent support and multiple service options such as nursery school experience with hearing children. The article delineates criteria for the selection of candidates for realistic integration and includes a description of the roles of the diagnostic teacher and a variety of supportive specialists.

Parker, S. G. "Observation by Parents: The Preprimary Hearing Impaired Child." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 163-166.

Guidelines for observing in the classroom; a example of a form is included.

Pollack, D. and Ernst, M. "Learning to Listen in an Integrated Preschool." *The Volta Review*, 75 (September, 1973), pp. 359-367.

Rationale for integration and helpful suggestions for the regular classroom teacher, concerning hearing aids, peer orientation, auditory training, encouraging verbal interaction, and developing and expanding language are discussed. The article also discusses parental involvement in the integration process.

Rollins, Joan C. "I Heard That! Auditory Training at Home." The Volta Review, 74 (1972), pp. 426-431.

The importance of utilizing residual hearing is presented along with suggestions for auditory training using materials at hand. Written for parents.

Scheeline, A. "Integrating Deaf Children into Public Schools." The Volta Review, LXXIII (September, 1971), pp. 370-373.

This article is written by the mother of a hearing impaired child who tells of her daughter's transition from a residental school for deaf children into a regular day school. She stresses cooperation with teachers, use of notetakers, help from a mother and assistance at home all as being helpful in making the adjustment possible.

Schwartz, M. G. "A Deaf Child in My Hearing Class." The Volta Review, LXVI (October, 1964), pp. 627-730.

A regular classroom teacher tells of her experience in teaching a hearing impaired child. She offers suggestions for teaching speech, reading and language as well as suggestions for classroom management and parent involvement.

Searles, Myrtle. "Real Responsibilities for Children." Childhood Education, 37 (April, 1961), pp. 372-374.

The author says that providing classroom jobs that are real is important in developing classroom responsibility. It also helps develop a feeling of self-worth, and results in constructive behavior. Also applicable to home involvement.

Shepherd, B. D. "Parent Potential." The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 239-243.

The father of two hearing impaired children outlines the typical reactions of parents from the time a loss is suspected with suggestions as to how these may be dealt with and utilized. The problems of lack of communication between parents, clinicians, and teachers are discussed, and practical aspects of parent guidance are described. Some of the experience gained from the organization and administration of a preschool center for deaf children in an integrated invironment is recorded.

Stern, V. W. "Finger Paint on the Hearing Aid." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 137-142. Also appeared in *The Volta Review*, LXXI (March, 1969), pp. 149-154.

This is an account of a young deaf boy's experiences and growth while attending a private nursery with hearing children. The author, the boy's mother, lists suggestions for parents on how to initiate entrance into regular nursery school and how to maintain good relations with the regular classroom teacher and with the institution.

Tinsley, D. G. and Ora, J. P. "Catch the Child Being Good." *Today's Education*, 59 (January, 1970), pp. 24-25.

This article explains behavior modification and it's use. It also presents rationales for each facet of the procedure.

Yater, V. "Teenaiders: Group Activities for the Hearing Impaired." *The Hearing Impaired Child in a Regular Classroom: Preschool, Elementary, and Secondary Years*. Edited by W. H. Northcott. Washington, D.C.: Alexander Graham Bell Association for the Deaf, 1973, pp. 226-228.

This article describes the organization and activities of a group for hearing impaired teen-agers. Teenaiders provides a framework for educational, personal and social growth and utilizes the interest and help of those in the community to accomplish this end.

APPENDIX H

APPRAISAL FORM

PROJECT NEED
DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF UTAH

YOUR NAME ____________________________________

POSITION ____________________________________

LOCATION ____________________________________

MAILING ADDRESS ______________________________

____

____

DATE OF APPRAISAL ____________________________

To suggest changes of corrections, list your specific comments related to mistakes on the lines below. Make constructive suggestions whenever possible and be sure to identify each frame with its number. Some example areas to look for are listed below:

- accuracy
- length of script per frame
- tone (positive - negative)
- relevancy of visual to script
- appeal of visual
- other

TITLE OF FILMSTRIP ________________________________

FRAME NO.	COMMENT
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_____ ____
____

Circle the number which you feel best describes the filmstrip as it relates to each question.

		Satisfactory +						Unsatisfactory -
1.	Difficulty Level	7	6	5	4	3	2	1
2.	Accuracy of Information	7	6	5	4	3	2	1
3.	Continuity - Logical Sequence	7	6	5	4	3	2	1
4.	Length	7	6	5	4	3	2	1
5.	Interest Level of Script	7	6	5	4	3	2	1
6.	Interest Level of Visuals	7	6	5	4	3	2	1
7.	Relevancy to Current Needs of Regular Classroom Teacher	7	6	5	4	3	2	1

DESCRIPTION OF INDIVIDUAL FILMSTRIPS

Please record answers on the postcard!

FILMSTRIP	ANNOTATED SUMMARY OF FILMSTRIP
Speech	To orient regular classroom teachers to the speech difficulties of hearing impaired children; ways to maintain and improve speech in the regular classroom.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____
Hearing Mechanism	To orient the regular classroom teacher to the various degree of hearing loss and their representation on an audiogram.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____
Hearing Aids	To orient the regular classroom teacher to the types of hearing aids; basic touble-shooting techniques discussed along with minor hearing aid repair suggestions.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____
Language	To orient the regular classroom teacher to the concept of language development as it pertains to hearing and hearing impaired children; classroom techniques for improving language development.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____
Reading	To orient the regular classroom teacher to the aspects of reading in terms of the hearing impaired child. General classroom techniques for improving reading competency in the hearing impaired child.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____
Classroom Communication	To orient the regular classroom teacher to ways of facilitating speechreading and practicing basic auditory training in the regular classroom.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____

Please record answers on the postcard!

FILMSTRIP	ANNOTATED SUMMARY OF FILMSTRIP
Classroom Management	To orient the regular classroom teacher to the causes of frustration in the hearing impaired child and strategies to decrease or eliminate undesirable behaviors caused by frustration and anxiety.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____
Peer Orientation	To orient the regular classroom teacher to possible strategies for involving hearing classmates with the hearing impaired children in the class.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____
Administrative Guidelines	Suggestions concerning the organizational parameters of an integration program: Liaison, parent involvement, and teacher selection guide.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____
Parent Orientation	Suggestions for parents concerning how they may best facilitate the integration of their children into public schools, liaison, parent volunteers, etc.
Extent to which this filmstrip is needed:	+ - 3 _____ 2 _____ 1 _____ 0 _____

Would you prefer to:
(Check one)

_____ purchase these filmstrips in one complete package.

_____ purchase these filmstrips individually realizing that the cost would be higher for individual packing and shipping.

APPRAISAL FORM

NATIONAL CONSULTANT MEETING
February 1, 1974

Consultant ______________________________

To suggest changes or corrections, list your specific comments related to mistakes on the lines below. Make constructive suggestions whenever possible and be sure to identify each frame with its number. Some example areas to look for are listed below:

Accuracy
Length of script per frame
Tone (positive - negative)
Relevancy of visual to script
Appeal of visual
Other

TITLE OF FILMSTRIP ______________________________

FRAME NO.	COMMENT
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	____
____	____
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	____
	____

Circle the number which you feel best describes the filmstrip as it relates to each question:

	Satisfactory +						Unsatisfactory -
1. Difficulty Level	7	6	5	4	3	2	1
2. Accuracy of Information	7	6	5	4	3	2	1
3. Continuity - Logical Sequence	7	6	5	4	3	2	1
4. Length	7	6	5	4	3	2	1
5. Interest Level of Script	7	6	5	4	3	2	1
6. Interest Level of Visuals	7	6	5	4	3	2	1
7. Relevancy to Current Needs of Regular Classroom Teacher	7	6	5	4	3	2	1

APPENDIX I

PROJECT NEED
UNIVERSITY OF UTAH
Information Form #1

Location ______________________

Position ______________________

Number ______________________

1. Explain what is meant by "integration of a hearing impaired child"?

2. What skills or training do you have which may be useful in working with a hearing impaired child?

3. Assess yourself on the following factors:

My experience with hearing impaired children

high 7 6 5 4 3 2 1 low

My knowledge of how to teach hearing impaired children

sufficient 7 6 5 4 3 2 1 insufficient

My skill in teaching hearing impaired children

adequate 7 6 5 4 3 2 1 inadequate

4. What do you expect to gain from attending this workshop? (Check all items that apply).

_________ increased theoretical knowledge about integration of the hearing impaired child.

_________ increased practical knowledge of what to do about integrating the hearing impaired child.

_________ other (please explain)

PROJECT NEED
UNIVERSITY OF UTAH
Information Form #2

Location ____________________
Position ____________________
Number ____________________

1. Explain what is meant by "integration of a hearing impaired child"?

2. What skills or training do you have which may be useful in working with a hearing impaired child?

3. Assess yourself on the following factors:

My knowledge of how to teach hearing impaired children

sufficient 7 6 5 4 3 2 1 insufficient

My skill in teaching hearing impaired children

adequate 7 6 5 4 3 2 1 inadequate

4. I feel that this workshop (please write a brief statement)

5. I feel that these filmstrips were (please write a brief statement)

6. Do these training materials provide significant answers to your concerns regarding the interaction of hearing impaired children in regular classrooms?

Comment.

7. How would you rate the usefulness of these materials for regular classroom teachers with hearing impaired children?

Excellent	7	6	5	4	3	2	1	Poor
				Fair				

8. Did this workshop meet your objectives?

7	6	5	4	3	2	1
Excellently			Fairly Well			Very Poorly

If not, why?

Other Comments:

APPENDIX J

REQUEST FOR PROPOSALS

for the publication and distribution of Systems O.N.E.
including requirements and criteria for selection

INTRODUCTION

The University of Utah, Salt Lake City, Utah, solicits proposals from the publishers of educational materials for teachers for the international publication and distribution of Systems O.N.E., which has been developed under a grant from the U.S. Office of Eudcation (USOE) Department of Health, Education and Welfare.

Under the Copyright Program of the USOE as set forth in its Copyright Guidelines dated May 9, 1970, the University of Utah has requested authorization to select a publisher, and enter into an agreement with that publisher, for the publication and distribution of these materials, under copyright, on an exclusive basis, for a period of five years provided that all of the requirements of the Copyright Guidelines are met. The principal requirement is for the selection of a publisher on a competitive basis.

DESCRIPTION OF MATERIALS

The materials to be published constitute an orientation program for the orientation of regular classroom teachers to the needs of hearing impaired children within the regular classroom. The materials consist of

1. Nine (9) sound filmstrips approximately 10-13 minutes each in length (9 strips and 9 cassette tapes)
2. Introductory Guidebook (Philosophy; Directions to Individual and Group use; Glossary; Other suggestions)
3. Nine (9) Narration Guides (Introductory Statement; Scripts; Summaries; Questions; Bibliographies)
4. Supplementary Materials (2 Working papers; presently 70-80 standard pages each)
5. Packaging design prototype

(See Appendix A for complete description of materials.)

HISTORY OF DEVELOPMENT

The materials were developed under a three year training grant OEG-72-0251 (603) directed by Grant B. Bitter, Ed.D. The USOE funded this project in the amount of $165,729 and the University of Utah contributed $27 592 over a three year period.

During the first year the proposed materials were thoroughly researched and validated. The scripts were written and produced during the second year and the third year was spent field-testing and revising the materials. University personnel from the Department of Instructional Systems and Learning Resources took the major responsibility for the animation graphic design, production and narration of the materials. Design for packaging and format prototypes was done through the Department of University Design and Production.

PUBLICATION GOALS

The selected publisher will.

1. Print, manufacture, stock, catalog advertise, promote and sell the materials

2. Be required to reproduce and package the materials following the prototypical guidelines without major modifications in text, style or design.

3. Provide adequate regional sales personnel and advertising budget to contact the target population (regular educators) and the supervisory personnel (special educators). Proposal may include

a) provision for advertising in nation wide publications
  - at least 5 special education publications
  - at least 5 regular education publications

b) sales representation at national professional meetings where product display is encouraged, such as:
  - National Education Association
  - Council of Exceptional Children
  - American Speech and Hearing Association
  - A.G. Bell Association

c) sales representation at state level meetings of the above listed organizations where product display is encouraged.

d) regional sales representation to make personal contact with school districts.

e) authors may be available for promotional workshops etc. on a consultant basis.

USOE REQUIREMENTS

The selected publisher must:

1. Agree to mark each piece of the material with a legend to be specified by the USOE, which will state the date when the materials will go into the public domain; state that the materials were developed under a grant from the USOE, but disclaim any official endorsement of the materials by the USOE.

2. Agree to copyright the materials in the name of the University and to register the copyright in the U.S. Copyright Office within six months after the date of publication.

3 Agree to recognize the free right of the Government to use the materials for U.S Government purposes.

4. Agree to permit the USOE to make periodic audits of its books of accounts relating to sales and royalties of the materials. However, the USOE would not normally expect to exercise that right.

5. Agree to the right of the USOE to require termination of the agreement in the event of noncompliance by the publisher with the publication agreement. However, a review procedure is provided for the protection of the publisher and the University.

6. Agree not to publish a revision or adaptation during the last year of the period of exclusive publication rights. Any revision or adaptation published during the first four years will be subject to the same terms and conditions as the original materials.

7. Agree to provide complementary copies of the materials to the University of Utah.

GENERAL REQUIREMENTS

1. The publisher will be required to pay royalties in accordance with the schedule set forth in its proposal, and to provide semiannual statements of sales and royalties. It will be required to remit royalties on a semiannual basis.

2. Appropriate termination provisions will be required.

3. Arrangements for handling infringements will be required.

4. Arrangements for handling disputes will be required.

5. The publisher will permit the University, as well as the USOE, to audit its books of accounts relative to sales of these materials.

6. The contractor will warrant the materials published, but only to the extent of any royalties which might be due or accure after a notice of infringement or violation of other right is received.

CRITERIA FOR PUBLISHER SELECTION

1. The demonstrated capability of the publisher to accomplish an effective publication job including its experience and reputation for excellence.

2. The manner in which these materials will complement the publishers' portfolio of products.

3. The caliber of the staff to be assigned to the publication effort.

4. The amount of money the publisher is willing to commit to the publication effort.

5. The proposed format of the final package of materials.

6. Cost estimate for completed package (retail price).

7. The time frame for accomplishing publication.

8. The promotion and sales plan submitted by the publisher.

9. The proposed royalty schedule.

10. The amount of advance against royalties which the publisher will provide.

11. The number of complimentary copies provided.

SUBMISSION OF PROPOSALS

All proposals are to be submitted in duplicate and sent soon enough to be received within 45 days after the date of the RFP. Proposals are to be sent to

Dr. Grant B. Bitter
Director, Project NEED
218A Milton Bennion Hall
Department of Special Education
University of Utah
Salt Lake City, Utah 84112

It is expected that a publisher selection will be made within 30 days after the deadline for the receipt of proposals.

APPENDIX A

Detailed description of materials

Filmstrips (6 title frames and an average of 37 text frames each)
(All material is original.)

Titles and descriptions:

Language	To orient the regular classroom teacher to the concept of language development as it pertains to hearing and hearing impaired children; classroom techniques for improving language development.
Classroom Management	To orient the regular classroom teacher to the causes of frustration in the hearing impaired child and strategies to decrease or eliminate undesirable behaviors caused by frustration and anxiety.
Reading	To orient the regular classroom teacher to the aspects of reading in terms of the hearing impaired child. General classroom techniques for improving reading competency in the hearing impaired child.
Peer Orientation	To orient the regular classroom teacher to possible strategies for involving hearing classmates with the hearing impaired children in the class.
Classroom Communication	To orient the regular classroom teacher to ways of facilitating speechreading and practicing basic auditory training in the regular classroom.
Family Orientation	Suggestions are given to orient the family to the dimensions of integration readiness. Recommendations are made concerning how parents might best facilitate the integration of their hearing impaired children into regular schools; discussion of liaison, parent volunteers, and a description of necessary ingredients for integration.
Speech	To orient regular classroom teachers to the speech difficulties of hearing impaired children; ways to maintain and improve speech in the regular classroom.

Administrative Guidelines	To orient administrators to the organizational parameters of an integration program; discusses liaison, parent involvement, and recommendation for teacher selection.
Hearing Aids	To orient the regular classroom teacher to the types of hearing aids; basic trouble-shooting techniques discussed along with minor hearing aid repair suggestions.

(filmstrips are production ready)

9 Cassette tapes (approximately 10-13 minutes each; each has lead music)

Programs to be recorded on both sides.

Side 1 is to contain inaudible electronic pulses for automatic advance.

Side 2 is to contain audible signals for manual advance.

Master tapes were recorded on professional equipment using a professional, male voice. Music used on the tapes is "canned" public domain material.

(tapes are production ready)

Introductory guide booklet - Introductory material is contained in this item, including:

1. Credits
2. Description of package
3. Philosophy of materials
4. Suggestions for using the System on an individual basis
5. Suggestions for using the System with groups
6. Glossary of terms

This booklet presently consists of 11 standard (8½ X 11) double spaced pages plus a cover. It would have to be type set to fit into the size and style of the prototype booklet.

Narration Guides - Each filmstrip is accompanied by a booklet (narration guide) which includes:

1. introductory statement and descriptors for each filmstrip.
2. entire script and frame numbers.
3. a summary outline guide ("Do-It-Yourself Follow Up").
4. a set of relevant questions most of which are open-ended.
5. a brief annotated bibliography suitable for further study on each topic. (1-3 standard pages single spaced depending upon length of annotations and number of references.)

Each guide is 7-12 standard pages, single spaced and would need to be type set to fit into the size and style of the prototype booklet.

Supplementary Materials - Two working papers developed by the Project are to be included in the package. They are:

1. Review of Literature Integration of Exceptional Children into Regular School Classes. (79 pages, single spaced plus covers and section dividers)

2. Integration of the Hearing Impaired: Educational Issues. (67 pages including tables, figures and graphs plus covers)

Packaging

A prototype mock-up of the packaging design has been prepared by the University Design and Production Department. Materials to be used in its production may be either sturdy vinyl-covered board or plastic. The package should be contained within a crush proof mailer. The packaging is done with 2 colors on a third.

(packaging is production ready)

General Requirements

Filmstrip cases, tape cassette cases and narration guides are to be color coded with small colored signal dots.

Provision must be made for multiple duplication of the Introductory Guide Booklet and the Narration Guides so that teachers may have personal copies of them. This may be done in one of two ways

a) providing a set of copy-ready masters, or..
b) by making provision for re-order of booklets in sets of 12 or 24 at a reasonable rate.

APPENDIX K

...To know that which before us
lies in daily life is the prime
wisdom... John Milton

ALEXANDER GRAHAM BELL NATIONAL CONVENTION
Atlanta, Georgia
June 20, 1974

1:30 PM - 4:30 PM

SHORT COURSE
"Integration of Hearing Impaired Children into
Regular Public School Classes"

Grant B. Bitter - Director, Project NEED
Kay A. Johnston - Coordinator, Project NEED

PRESENTATION

Welcome: Grant B. Bitter

Introduction and Overview of Short Course: Grant B. Bitter

Project NEED: HOW AND WHY IT CAME TO BE! WHAT IT IS! - Grant B. Bitter

- The birth of an idea!
- The Development & Implementation of a Program
- The Impact - What's Happening

A TIME FOR ACTION - Grant B. Bitter

- Looking at the Traditional Educational Dilemma
- Re-examining the Goals of Education
- Recognizing Individual Differences
- Re-assessing the Needs of Hearing Impaired Children
- Advocacy
- Equal Rights Legislation
- Litigation

INTEGRATION IN ACTION - A video tape of integrated hearing impaired children at Trotter Elementary School, Boston Massachusetts (from Horace Mann School for the Deaf) by Dr. Wilbert Pronovost, Boston University.

INTEGRATION - Kay A. Johnston

- What it is!
- Educational Strategies
- Support Personnel
- Who is a candidate
- Entrance Criteria

Fifteen Minute Break

VIDEOTAPE - ECHO Group (Young hearing impaired adults discuss their hearing losses and their education); available through the courtesy of the LISTEN Foundation, Denver, Colorado.

FACILITATING INTEGRATION THROUGH ORIENTATION - Grant B. Bitte

- The Family
- The School
- The Community
- The Church
- A presentation using Project NEED's SYSTEMS O.N.E. Filmstrip Modules

LOOKING AHEAD - Kay A. Johnston

- Educational Programing
- Teacher Education

SUMMARY - Grant B. Bitter

Audience Interaction - Directed by Grant B. Bitter

> An educated person is a human being
> who can deal with reasonable success
> with all of the ordinary situations
> that are likely to arise in the course
> of his life.
>
> - Walter B. Pitkin

6/20/74

SHORT COURSE

"Facilitating the Integration of Hearing Impaired Children into Regular School Classes"

OBJECTIVES

At the conclusion of this course the participants should be able to:

1. Explain the fundamental purposes of Project NEED.

2. List five reasons why the American system of education is being re-assessed.

3. Explain:
    a. Equal Rights Legislation
    b. Litigation
    c. Child Advocacy
    d. Educational Accountability

4. Cite one example of each:
    a. Equal Rights Legislation
    b. Court decisions regarding Rights of Children

5. List four causes for the impetus toward integration.

6. Define:
    a. Full integration (the process and the goal)
    b. Cross integration
    c. Reverse integration

7. Differentiate between academic and social integration.

8. Identify five attitudes and/or characteristics which are basic to the successful planning for, developing of, and implementing integration.

9. Identify five primary rights of hearing impaired children.

10. List the four dimensions of the environment of the hearing impaired child which enhances full participating citizenship. Describe how each helps.

11. Identify ten essential elements which must be considered in facilitating the integration process.

12. Identify the criteria that should be used in determining a child's readiness for integration and educational placement.

13. Develop an inservice plan for orienting regular classroom teachers, administrators, parents, peers, and others to integration.

14. List five bibliographic references on integration and three resources where one could go for help on integration.

15. Re-evaluate your individual philosophy concerning integration. What would you change? How would you implement the change?

16. Design a futuristic educational program for hearing impaired children.

Bitter & Johnston
6/20/74

SHORT COURSE

"Facilitating the Integration of Hearing Impaired Children into Regular School Classes"

SUMMARY

1. Project NEED (Normal Educational Environment for the Hearing Impaired) originated because of the need to help families and educators use the environment of the hearing impaired child more gainfully to meet his needs. (The descriptor handout explains what SYSTEMS O.N.E. is).

2. The four important dimensions of the environment are:
   The family, the school, the church, and the community.

   The benefits are:

   a. Utilizing endless opportunities for normal language growth development and use (colloquial expressions, multi-meanings, expressions of ones wants and needs).

   b. Learning, expanding and using abstract forms of expression - vocabulary development and use.

   c. Opportunities to develop and use environmental reading (speechreading) skills in many different kinds of situations.

   d. Utilizing the personal hearing aid effectively and efficiently with meaningful purpose.

   e. Learning and practicing the do's and don'ts of social responsibility in a variety of settings.

   f. Developing confidence, poise, and personal resiliency in coping with the environment.

   g. Selecting and using an appropriate modeling system (refer to the person whom the child wants to be like).

   h. Practicing the art of caring for others who are different.

   i. Making individual decisions.

   j. Learning to share and serve.

   k. Helping others accept and be able to live with differences.

Early Childhood Education: Of What Significance!

Excerpts taken from: "When Should Schooling Begin", Phi Delta Kappan,
June, 1972, pp. 610-621.

"It would be hard to find an area of educational research more definitive than on child development and school age entry age."

"Researchers...make it clear that the earlier children go to school the more likely they are to develop negative attitudes toward school."

Research does not show that ..."the early starter will be better motivated and less frustrated and anxiety-ridden than the one who starts later."

Do educators "push" the child too fast?
What about the timing of:
a. Neurophysiology and cognitive?
b. Visual maturity?
c. Auditory maturity and related factors?

What does research suggest for Early Education?

1. Careful re-study of the needs of children.
"Research provides no more reason for early schooling for four year olds simply because they have intelligence than it does for early sex for twelve year olds simply because they have generated reproductive equipment. They must await the development of balancing factors. Great damage can be avoided."

2. Launch massive parent (family) education programs to help families help themselves.

3. Keep programs as close to the home as possible.

Maximum cultural involvement stresses the value of the normal and natural environment of the hearing impaired child. It places great emphasis on family involvement and community participation in helping that child become a functional member of the regular school.

3. Reasons for educational and social revolution include:

   a. Equal rights legislation - "Bill of Rights" guaranteed under the Constitution

   Note what S.B. 803 (Texas) says:

   > Home school districts:
   > "...Enabling a majority or as many as may be practicable of deaf children to reside with their parents or guardians and be afforded compensatory education in their home school districts or in facilities of regional day school programs for the deaf;..."
   >
   > Educational options:
   > "...Recognizing the need for development of oral communications abilities in deaf children and the ability of many to achieve high educational excellence through that method, also recognizing [illegible] inability of some to gain their education successfully [illegible] this means, the comprehensive plan developed by the Central Education Agency will call for the use of methods of communication which will best meet the needs of each individual deaf child in this state..."

   Bill of Rights for Children include:
   - Right to dignity
   - Right to individuality
   - Right to independence
   - Right to be normal
   - Right to be full participating citizens

   b. Litigation - Court Decision

   Wolf et. al. VS the Legislature of the State of Utah, January 8, 1969; Judge D. Frank Wilkins.

   The Wolf's and other parents, parents of children with mental differences, challenged the educational system which denied the right of their children to be educated in the public schools - the children were in day care centers.

   Note sections of the meeting:
   "...of what value would be the right to assemble, the right to speak, the right to participate in ones own religion, if individuals were denied an education. Education enables the individual to exercise those rights guaranteed him by the Constitution of the State of Utah and the Constitution of the United States of America."

"...In the instant case the segregation of the plaintiff children from the public school system has a detrimental effect upon the children as well as their parents...Segregation even though perhaps well intentional, under the apparent sanction of law and state authority has a tendency to retard the educational, emotional and mental development of the children."

(The court ruled in favor of the parents. HB 105, State of Utah, 1969 assisted in taking care of the problem.)

c. Advocacy

The Report of the 1970 White House Conference on Children stated:

"A substantial segment of children exists whose basic needs are only partially met or totally ignored, and the effect of such neglect is obvious. Unemployment among school dropouts is nearly four times that of others in the employment market. The spiraling increase in delinquency and youth crime is documented in the tabloids daily. Children from poor and lower income families, especially minority groups in ghetto areas and children of migratory workers, seldom achieve full potential because of cultural and environmental handicaps. Children with mental and physical disabilities also fall short of their full potential because of lack of health services. Permissiveness and affluence have produced a significant force of dissident youth whose conduct ranges from harmless idleness to gross drug abuse and violent disruption."

Because a child's parents - his day-to-day advocates are often unable to find the necessary resources and services in our complex communities to meet the essential needs of their children, an advocacy system is recommended. Hopefully this system first helps parents help themselves. Where parents do not want to help their children or cannot - then the system aids in meeting children's needs.

The advocacy system deals with children's rights as stated in the Constitution:

"We hold these truths to be self-evident: that all men (including children) are created equal; that they are endowed by their Cre[illegible]r with certain inalienable rights; that among these are lif[illegible]berty and the pursuit of happiness."

That concept is based on the precept that every child is entitled to appropriate care and service which he needs for his maximum development.

Note the groups that serve as "extensions" of parents:

1. Schools - public and private
2. Churches
3. Professional services - health, mental health, welfare, etc.
4. Law enforcement and safety - police, juvenile court, fire protection, highway planning, etc.
5. News media - TV, radio, newspaper, magazines
6. Scouting, 4-H, FFA, etc.
7. Public activities, sports, recreation, parks
8. Commercial and private entertainment - bowling alleys, skating rinks, swimming pools and tennis courts
9. Employment security and vocational rehabilitation
10. Home planning - architects, real estate

What a great resource system that is available in the environment to help the hearing impaired child.

d. Inadequacy of educational programs for hearing impaired children.

(refer to the following page)

e. It is common knowledge that:

1. Many traditional educational delivery systems for hearing impaired children do not adequately prepare their products for truly functional living in the world. The academic and language achievements of the average deaf student leaving school is some 3 to 4 years behind his hearing counterparts. (Basic Educational Rights for the Hearing Handicapped, 1973 Annual Report, N.A.C.E.D.)

2. Parents are not provided with sufficiently accurate information to help them make decisions as to what educational programs might be best for their children.

3. Parents are not given adequate supportive help by professionals whereby the family can develop internal strengths to cope with their problems.

4. Approaches to teaching language, speech, use of residual hearing, and socialization are often stereotyped, and quite meaningless to many hearing impaired children. Hence, children are turned out - but not "turned on" as young adults to a full utilization of their oral-auditory and social skills with confidence and competence in managing their own personal lives, and in the world of work.

5. Many "new" programs do not have adequately trained personnel to administer educational programs.

6. The natural environment of the hearing impaired child is not being utilized to the greatest extent in meeting his needs.

4. Criteria for admittance to regular school programs.

Those who serve on the interdisciplinary team in the diagnosis of hearing impairment must be very cautious in delimiting definitions of hearing impairment to avoid the tyranny of rigid classification and stereotype.

(Quantitative measurements in decibels or percentages, or by the qualitative terms of type of hearing loss, site of lesion, discrimination scores, and so on, must be considered only as important parameters in the diagnostic and educational process). Each child's potential must be assessed individually on the basis of not only degree of loss or type of loss but age of onset, intelligence personality, age when education begins, quality of teaching, attitudes of family, church, school, community; - indeed, a multitude of physiological and environmental conditions must be considered. The diagnostic process must be reversible, tentative, continuous. All aspects of the "functional child" must be weighed carefully.

5. Problems relative to integration include:
   a. Negative attitudes on the part of the family, the special educator, the regular educator.
   b. Lack of information about hearing impairment and the child.
   c. Lack of skills.
   d. Lack of facilities.
   e. Lack of supportive professionals.
   f. Inadequate Transportation.
   g. Lack of auditory equipment including personal aides for the child.
   h. Large class sizes.
   i. Scheduling.
   j. Curriculum.
   k. Designated roles.

l. Inadequate Child Skills
    1. aural-oral
    2. academic
    3. self-concept
    4. social maturity
    5. study habits

m. Lack of parent support.

6. Important to facilitating integration are:
    a. Positive attitudes on the part of the family, the school, and other extensions of the environment.

    b. Appropriate orientation to the hearing impaired child and his needs.

    c. Adequate support personnel to help the regular teacher and the hearing impaired child. (academic tutors, integration specialist, speech and/or hearing clinician, etc.)

    d. Appropriate use of amplification by the hearing impaired child.

    e. Administrative support and liaison.

    f. Adequate profiling of child's strengths and weaknesses and continuous assessments.

    g. Cooperation with the family, the sending school and receiving school so that the hearing impaired child can receive the most adequate help possible - a monitoring or tracking system should be established for this purpose.

    h. Appropriate selection of classroom teachers.

Paramount to all factors are *early identification* of hearing loss, *adequate and efficient diagnosis*, *early and continuous use of amplification*, *early parent-home education*, and *early and continuous involvement* of the hearing impaired child in his natural environment.

It is important to minimize labeling or sorting which might impose unnecessary restrictions on the hearing impaired child. If abilities are emphasized and disabilities de-emphasized, a greater degree of acceptance is possible on the part of the faculty and hearing students. One might say:

> "John has a difference in hearing; he hears differently than some of us so this is how we help..."

Speaking of children with hearing differences, motor differences or visual differences, mental or learning differences, includes us all to a degree and minimizes the harsh tones of labels which tend to stereotype and segregate people from each other.

Note what James Herndon says in his work, How to Survive in Your Native Land:

> All the terms for special kids really just mean kids who can't or won't or don't do things the way the school thinks they ought to be done...the school's obvious inability to satisfy many children can then become natural, since the kids are "special" and shouldn't be satisfied by any normal procedures and the school does not need to change its ways at all, has only to create some arrangements on the outskirts of the school to keep them special kids and special teachers out of the way.

i. Determining a child's integration readiness should include:

1. Child Skills

   a) aural-oral skills.
   b) Use of the hearing aid.
   c) Reasonable academic ability and progress.
   d) Social maturity to cope within the regular school.
   e) Emotional maturity to cope with the environment.
   f) Positive study habits.

2. Family
   a) Accepting positive attitudes on the part of the family.
   b) Cooperation with the school.

3. School
   a) Administrative support and cooperation.
   b) Positive accepting attitudes on the part of school personnel.
   c) Availability of support personnel.
   d) Availability of teachers who will accept the child.

7. Summary of Statements from the Review of Literature (Bitter, Johnston 1973).

a. Perpetuating the categorization and segregation of human beings solely on the basis of disability grouping must be considered to be educational malpractice.

b. The team approach must be utilized in meeting the individualized needs of every child.

c. The diagnostic process upon which educational placement is based must be reversible, tentative, and continuous, and should consider all of the physiological and environmental data which can be gathered.

d. There must be a thorough differential diagnosis and teaching prescription for every child.

. Curriculum modifications must be instituted to meet the needs of all children skills related to academic performance and behavior are essential components in the curriculum since they insure that the child is able to function successfully as a social being.

f. Teacher training institutions must gear-up to meet the challenge of educational integration.

g. Adequate inservice programs must be developed for teachers and ancillary personnel.

h. Parent education and child preparation as well as teacher and student education, are essential to facilitate successful integration.

8. References and resource persons can be located in the Bibliography.

GLOSSARY OF TERMS

Integration:	is both a process and a goal by which hearing impaired children might become full participating citizens in their culture.
Full Integration:	takes place as hearing impaired children are enrolled in regular classes in the public schools and are also participating fully in other dimensions of the environment.
Cross Integration:	refers to the intermingling of hearing and hearing impaired children; used frequently in team teaching, and partial integration, socially and academically.
Reverse Integration:	involves hearing children in the special class or school with hearing impaired children.
Advocate:	one who champions the cause of someone else or acts for someone else.
Functional Ability:	ability of the hearing impaired child to manipulate his environment adequately to meet his needs.

APPENDIX L

Facilitating the Integration of Hearing Impaired Children Into Regular Public School Classes

Grant B. Bitter, Ed.D., and Edwin G. Mears

The Alexander Graham Bell Association for the Deaf, Inc.

Reprint No. 73F

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1973

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358-A

APPENDIX M

"Perspective on Integration of Children with Limited Hearing: Consideration of Current Needs". by Kay A. Johnston

Reprinted from Language Speech and Hearing Services in Schools
Volume 5 Number 2 April 1974 pages 79-84

Requests for reprints should be addressed to the author at the Department of Special Education, Milton Bennion Hall, University of Utah, Salt Lake City, Utah 84112

APPENDIX N

THE PARENTS' ASSOCIATION FOR THE HEARING IMPAIRED
President - Robert S. Howell, Vice-President - Jayne Smith, Secretary - Jan Howell
1237 Airway, Lewiston, Idaho - Phone - 208-743-3179

February 22, 1974

Dr. Grant B. Bitter
Project Need
Dept. of Special Education
University of Utah
Salt Lake City, Utah 84112

Dear Dr. Bitter,

We are very grateful to you for your visit to Lewiston and the information you were able to pass on to us as parents, as well as the time you spent with the teachers who attended the workshop.

Lynda and Kristin will start school half-days next week if Dale's plans work out. Needless to say, we are extremely pleased.

Frei's live at 1015 6th Street, Lewiston.

Thanks so much, Dr. Bitter, for the work you do for our children. I know I speak for many parents whose lives you have touched.

Sincerely,

Jan Howell

PPS

PORTLAND PUBLIC SCHOOLS
REGIONAL FACILITY FOR THE DEAF
7910 S. E. Market Street
Portland, Oregon 97215

April 12, 1974

Dr. Grant Bitter
Teacher Training Program
Special Education Department
University of Utah
Salt Lake City, Utah 84112

Dear Grant:

Received your letter requesting the mailing addresses of teachers requesting your bibliography on integration and have them attached.

Thank you so much for your program and assistance. Just visited Andy Gantenbein's program and saw the effectiveness of integration re-emphasized.

Hope to see you soon--but at least in Atlanta.

Sincerely,

REGIONAL FACILITY FOR THE DEAF

Sally Thomas

Sally A. Thomas
Assistant Supervisor

SAT:rf

enc

CLARKSVILLE - MONTGOMERY COUNTY
SCHOOL SYSTEM

P. O. BOX 867 • 510 FRANKLIN ST. • CLARKSVILLE, TENNESSEE 37040 • AREA CODE 615 – 647-5681

T. M. OAKLEY, Director

May 15, 1974

Dr. Grant Bitter
Department of Special Education
University of Utah
Salt Lake City, Utah

Dear Dr. Bitter:

It was such a distinct personal pleasure to be associated with you on your visit to our school system this past week. I truly appreciated the time I spent with you - - I learned so much and gained such a high degree of respect for you both personally and for the wonderful work you are doing.

From the professional standpoint, you gave us so much good help in dealing with our children who are different, both in a very practical way and, at the same time, in a very inspirational way. Your total involvement make your presentations so highly effective - - the impact of your visit will long be felt in our school system. I have heard many positive and appreciative remarks - - one person said it was the "greatest thing that ever happened in Clarksville". We all feel that we gained so much that will be beneficial in our program of mainstreaming, fusing or integration!

In retrospect, I realize that we imposed on you by asking you to telescope your program and that time for questions and answers would have been highly desirable. However, the group was widely represented and received both information and "feel" that will be immediately applied to our program. We all hope that you can come back to see us again.

I hope you had a pleasant flight home and that the weekend allowed time for recuperation. I can't thank you enough for your services and what your visit meant to us and our special children. Mr. Moore and I will look forward to seeing you in Atlanta.

Sincerely,

Gladys

(Mrs.) Gladys D. Smith
Supervisor
Curriculum Planning and
Development Laboratory

GDS:st

CLARKSVILLE - MONTGOMERY COUNTY
SCHOOL SYSTEM

P. O. BOX 867 • 510 FRANKLIN ST. • CLARKSVILLE, TENNESSEE 37040 • AREA CODE 615 – 647-5681

T. M. OAKLEY, Director

May 16, 1974

Dr. Grant B. Bitter
Assistant Professor
Department of Special Education
University of Utah
Salt Lake City, Utah 84101

Dear Dr. Bitter:

It was a distinct pleasure to be able to participate in the Workshop you conducted for the Clarksville-Montgomery County School System, April 9, 1974. It was evident that an undertaking of this magnitude required many months of concentrated effort.

You are to be complimented on your monumental work and the sustained effort required for such perfection. The material is relevant in that it relates not only to one specific area of difference, but includes a variety of educational settings, including the home, that may be applicable to any classroom environment.

We feel the contact with you will help us envision an educational setting for the hearing impaired child that will demonstrate competencies to the maximum extent possible.

Many of our staff members expressed great satisfaction with your keen insight and treatment in the educational process of "fusion", mainstreaming, or "intergration".

Mrs. Smith and I are looking forward to seeing you in Atlanta, June 20-23.

Please send the names of individuals who may serve as consultants for In-service for Parents.

Sincerely,

Sallye T. Moore

(Mrs.) Sallye T. Moore
Supervisor of Special Services

STM:bg

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

May 21, 1974

Grant B. Bitter, Ed.D., Director
Project NEED
Department of Special Education
Special Events Center 138
The University of Utah
Salt Lake City, Utah 84112

Dear Dr. Bitter:

Your workshop on the integration of hearing impaired children into the regular school program was outstanding. I have heard many favorable remarks regarding your evening presentation and your workshop.

The filmstrips and tape narration are good. They are clear and to the point. Teachers of hearing impaired children; speech, language and hearing clinicians; and supervisors will be able to use the Project NEED materials in their efforts to promote individualized integration of hearing impaired children.

North Carolina public schools have made progress in their efforts to provide quality education for hearing impaired children; however, so very much remains to be done. It has been our pleasure to have had good consultation over the last few years. We owe much to Win Northcott, Audrey Simmons-Martin, Phyllis Harper, etc. Now we add you to our list.

Keep us informed as to publication date and purchase cost of your materials. Our Special Education Instructional Materials Centers will be interested in investigating the materials.

Again, it was our pleasure to have you in North Carolina. I hope you will be able to be here again.

Best wishes for a successful A. G. Bell meeting in Atlanta. The program looks outstanding.

Sincerely,

David

David Mills, Coordinator
Section for Physically Handicapped Children
Division for Exceptional Children

DM:fs

cc: Theodore R. Drain
Donald L. Wall

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

May 28, 1974

Grant B. Bitter, Ed.D., Director
Project Need
Department of Special Education
Special Events Center 138
The University of Utah
Salt Lake City, Utah, 84112

Dear Grant:

Your presence in North Carolina has added much to the advancement of programs for hearing impaired children.

The workshop on the integration of hearing impaired children into the regular classroom was outstanding. The filmstrips and tape narration are clear and to the point. They provide a very fine way of facilitating group interaction among professionals and non-professionals.

Please keep us informed as to the publication date. We have definite plans in utilizing the Project NEED materials.

It was indeed a pleasure for us to meet with you during your short stay with us. We hope that you will accept future invitations to be with us in North Carolina.

Again, thank you for a very fine workshop. We look forward to hearing from you.

Sincerely,

Don

Donald L. Wall, Consultant
Speech and Hearing Program
Division for Exceptional Children

DLW:fs

cc: Theodore R. Drain
David Mills

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

Ralph D. Turlington
COMMISSIONER

DIVISION OF ELEMENTARY AND
SECONDARY EDUCATION
WOODROW J. DARDEN
DIRECTOR

July 1, 1974

Dr. Grant Bitter, Director
Teacher Preparation: Deaf
University of Utah
Salt Lake City, Utah 84112

Dear Dr. Bitter:

We have had excellent reports of your short course: Facilitating the Integration of Hearing Impaired Children into Regular Public School Classes, at the Alexander Graham Bell Association Convention in Atlanta. The registration was overwhelming and we thank you for being so gracious in admitting additional people. We are deeply grateful for your contribution to a successful program. It was a fine professional experience. . . and one to be long remembered.

Again, THANK YOU!

Sincerely,

Gladys

Sara Conlon, Ph.D.
Consultant, Language,
Speech and Hearing

Gladys Crawford, Consultant
Deaf Education

Program Chairmen
1974 Alexander Graham Bell Association
for the Deaf, Inc. Convention

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PALO ALTO UNIFIED SCHOOL DISTRICT · 25 CHURCHILL AVENUE · PALO ALTO, CA 94306 · Telephone (415) 327-7100

July 17, 1974

Dr. Grant B. Bitter
Department of Special Education
University of Utah
Salt Lake City, Utah 84112

Dear Grant;

I trust your trip back to Salt Lake was a pleasant one. The staff and I want to thank you very much for your presentation last week. We realize what a busy person you are and we certainly appreciate your time. We feel the filmstrips would be of great value to us so please keep in touch with us in regard to the fall.

Thank you again for a delightful and enriching workshop.

Sincerely,

Jean

Jean Ching
Coordinator
Hearing Education Services

JC:jw